



Sharing What Works

**Perkins III
Core Standards
and Measures**

***Achieving the Standards
2004-2005***

***Activities, Strategies and
Best Practices for use by
SD Secondary and
Postsecondary Schools***

Sharing What Works

For Increasing Student Performance and Measures

Career and Technical Education is an essential component of the total education system of schools in South Dakota. It provides students with the technical skills and knowledge necessary to succeed in future careers, the workplace basics necessary for success in these careers and the context in which traditional academic skills can be enhanced.

Because of this wide scope, developing a single set of evaluation criteria for student outcomes is a complex process. Each state receiving funds under Perkins III is required to develop and implement a **statewide system of core standards and measures of performance** for secondary and postsecondary career and technical education programs.

Each state is also required to monitor and report on student progress in achieving these standards. This publication has been developed as a tool for administrators, counselors, and instructors in **implementing activities and strategies to increase student performance** in the areas of academic achievement, technical skill achievement, secondary completion, postsecondary completion, and participation in nontraditional programs.

Use this as a guide and a “menu”, selecting those strategies that best meet the needs of your school, students, and community.

A special thanks is extended to the SD Tech Prep schools who provided best practices to illustrate achievement strategies for these standards.

For additional copies of this publication contact the Career and Technical Education Video Resource Center at 605-773-7030, or email to faith.ellis@state.sd.us.

✦ Ideas and Strategies to Achieve Measure 1

Learner Attainment of Challenging State-Established Academic Proficiencies

Strategies for Administrators

- Establish and maintain partnerships with area business and community organization and councils, chambers of commerce, faculty advisory boards, and the SD Counseling Association.
- Investigate interagency agreements regarding opportunities such as job shadowing, job placement services, apprenticeships, etc.
- Promote PR/Marketing activities for programs and services.
- Involve all instructors, including those from alternative schools and special education in planning career and technical education activities.
- Ensure that honor or advanced placement classes are open to all learners who want the challenge.
- Establish a system for gathering and disseminating student follow-up data using consistent methods.
- Establish clear goals for programs and activities, comparing student performance data to determine success in school.
- Provide up-to-date equipment and technology for students.
- Involve all instructors, both academic and technical, in planning CTE related activities and projects.
- Develop strong partnerships among all service providers such as chambers of commerce, business and workforce groups, service clubs, and counseling associations and agencies.

- Assist instructors in obtaining appropriate resources or provide professional development to help diminish barriers to learner success.
- Ensure that honor or advanced placement classes are open to all students who want the challenge.
- Gather, disseminate, and utilize learner follow-up data in curriculum design.
- Establish clear goals for programs and activities, comparing student performance data to determine academic success. Revisit these goals annually to ensure continuous improvement for programs.
- Through professional development, create opportunities for academic and technical educators to connect their instructional content through integrated projects and lessons.
- Offer applied academics courses as part of the high school curriculum.
- Encourage career and technical education programs to organize career and technical student organizations such as FFA, FCCLA, FBLA, and SkillsUSA-VICA.
- Incorporate the results of standardized assessments into program design and content – Dakota Step, SAT 10, ACT results, writing assessment results, and the career interest and aptitude assessment (SD CAP).
- Provide training for educators on how to incorporate academic content standards into their courses and projects.
- Enroll your school as a member of the South Dakota High Schools That Work (HSTW) network through Marsha Kucker in Sioux Falls.

✦ Ideas and Strategies to Achieve Measure 1

Learner Attainment of Challenging State-Established Academic Proficiencies

Strategies for Guidance Personnel

- Establish a system to identify resources and provide such support services such as tutoring, mentoring, study skill resources, assistive technology, study groups, and supplemental supplies.
- Provide instructors, learners, and parents with information about required future workforce skills and trends; the importance of math, science, and technology education; and the importance of nontraditional employment opportunities.
- Arrange work experiences for students in at least one nontraditional occupation as a part of an academic or technical education class.
- Assist instructors to obtain appropriate resources or to identify professional development opportunities that help diminish barriers to learner success.
- Link up with social services and community-based organizations to assist in meeting the support service needs of students.
- Identify and/or provide instructors with resources on learning styles and information on maximizing learner's strengths.
- Be proactive in identifying learners who may have difficulty succeeding. Distribute referral forms to all career and technical instructors for early detection of difficulty succeeding in class.
- Offer short-term seminars (e.g., study skills, organizational skills) and issue special invitations with incentives to students for attending.

- Administer the career interest and aptitude assessment (SD CAP) to students. Discuss with them their results and incorporate this into a high school plan.
- Administer the SAT 10 and Dakota Step assessments and, incorporate student results into personalized learning plans.
- Attend training sessions on how to administer and interpret the state required standardized assessments.
- Develop a system - online, onsite meetings, individual conferences, newsletters--or all of the listed--for keeping parents informed as to their student's progress.
- Participate in an Educator in Industry program to stay current and connected with the needs of business.
- Provide comprehensive guidance and counseling services to all students. Use the South Dakota guidance framework/model for program structure and services.
- Implement the SD Blueprint for Career Development using all components to provide students with a comprehensive system for future planning.

✦ Ideas and Strategies to Achieve Measure 1

Learner Attainment of Challenging State-Established Academic Proficiencies

Strategies for Instructors

- Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting high school, postsecondary education and careers.
- Coordinate with special population's personnel to assess abilities, interests, aptitudes, unique learning needs, and styles.
- Foster achievement of academic skills by relating real-world applications to classroom and work-based learning.
- Orient learners to your classroom, laboratory procedures, and expectations.
- Provide frequent feedback to learners concerning their progress.
- Present material in small, distinct steps that are appropriate for learners in the class.
- Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- Involve other instructors in a team approach to teaching.
- Make appropriate adaptations in assignments to meet learner strengths (e.g., substitute a project for a written report.)
- Encourage your students to work toward attaining the CTE Scholar Recognition.
- Provide students and parents with the course syllabi and outlines of planned events and activities.

- Use the mastery approach to learning, where students complete and revise work until standards are met.
- Integrate the following instructional activities into classroom lessons: small and large group interaction, self-paced multimedia instructional packages, independent study, and assignments with outside resources, activities to develop problem-solving skills, student-teacher contracts, demonstrations, simulations, and role-playing activities.
- Grade class projects for academic, as well as skill content and proficiencies.
- Provide students with the grading rubric or criteria “up-front”, so that they know course and project standards.
- As a part of your instructional strategies, you should stress reading, math and writing in your technical field.
- Make sure assessment is authentic and performance-based.
- Align your course curriculum with academic and technical standards.
- Revise/revisit your curriculum annually, so make sure it is meeting the needs of students, as well as standards for the career area.

✦ Ideas and Strategies to Achieve Measure 1

Learner Attainment of Challenging State-Established Academic Proficiencies

Strategies for Professional Development

- Provide basic in-service on the content of various types of standardized assessments that are administered, as well as student results, so that curriculum adjustments can be made.
- Offer educators the opportunity to enroll in Educator in Industry programs and/or arrange for teacher externships at local businesses.
- Provide training on the academic content standards and how to incorporate these standards into course design. As a part of the in-service, have instructors identify which standards they are currently teaching and which ones they should address.
- Become a member of the High Schools That Work (HSTW) network and participate in staff development related to school reform and increasing student achievement.
- Provide basic in-service on the content of various types of standardized assessments that are administered, as well as student results, so that curriculum adjustments can be made.

➞ Best Practices for Measure 1

Bennett County School Dist.-Other (Grad. Requirements) Curriculum

This year we implemented this new rule to make our 7th and 8th graders more accountable for their own education. They are required to pass each of their core classes before they can advance to the next level of that core class. For example, they must pass English 7 before they can take English 8, etc. If they happen to fail a class they will take the class over again until they pass it. We are about to complete our first year under this new concept and it looks like the number of students failing classes is lower than they have been in the past. Parents are also held more accountable for their son's or daughter's education. They understand that to be promoted, the student must pass these classes.

Douglas School Dist.-Integrated Projects, Applied Academics

Practical Applications of Geospatial Technology in a School setting

Douglas HS students researched a hiking trail revision in Custer State Park fall of 2002. Teams of students then took field trips to each trail where they hiked the trails, comparing trail revisions to existing trail maps. Student researches collected GPS waypoints and logged their GPS data to digital photographs, and created shapefiles and a poster set of each trail studied. The group presented their research at a five state student GIS showcase and resource specialists the following spring. Their data will be incorporated into planned trail map revision. 2001-02 student project was creating a GIS/GPS virtual tour of local historical districts.

Kadoka School Dist.-Curriculum, Career Clusters/Pathways

We have developed unit plans for each curriculum area. This is how we are designing our standard-based comprehensive curriculum for grades K – 12.

Newell School Dist.- Integrated Projects: My Applied Math students did a joint project with high school band students to analyze sound waves to determine frequency. We investigated perfect octave and other musical relationships.

Newell School Dist.- Applied Academics Statistics Project, we surveyed the community on community club issues. With a parking lot problem, we determined the slope of the parking lot to decide what should be done to change the run off direction.

Meade School Dist. - Integrated Projects: Seven practice tests in reading and mathematics were developed. All juniors in all classes took the practice tests in preparation for the Dakota Step. The tests were spread over a five week period to refresh students in math computations and reading comprehension as well as test taking skills.

Meade School Dist. - Integrated Projects: The language arts instructors presented training using 6+1 Writing Traits and evaluating student writings using the 6+1 grading rubric. All instructors assign a minimum of three writing assignments utilizing the 6+1 Writing Traits. The assignments are graded using the 6+1 rubric. Copies are filed by student and grade level to evaluate progress.

Hanson School Dist.-Integrated Projects

We have fifty computer band Modules that require integrated learning. When completed, the Modules cover all of the State Standards in Math, Science, and English for high school students.

Mitchell School Dist.-Applied Academics

Nearly 50% of the students at Second Chance High School complete the Applied Mathematics course.

Chester School Dist.- Integrated Projects We have an outdoor learning center. Biology II and Agriculture classes started a five year plan to produce crops, trees, and decorative landscape to the area west of our football field.

East Dakota Education Coop.-Integrated Projects In my technology classroom I like to integrate other educational classes so my students are receiving more than just technology. This year we added a Web Design class to our computer department. The project we are currently working on is in conjunction with Adv. Computers and History. The students in History completed a time line on Operation Iraqi Freedom; starting from Bush's declaration of war to the capture of Saddam. The Adv. Computer class then took the information gathered and created a Power Point presentation with music and video. The Web Design class then compacts the info and imports the file to their web page for the finished product.

East Dakota Education Coop.

Geography Project: Other skills used included PowerPoint from computer class, paper writing and work documentation from English, making maps and flags using art skills, and pertinent information related to geographic topics. For freshman geography students were expected to do a presentation on one of the Central American countries. Rather than have student simply write papers and draw posters, each student was required to draw on their knowledge from their current computer classes to prepare a PowerPoint presentation for the entire geography class. Students were given an over-view and summary of the region and of each country within that region. Following these lectures and work sessions, students were taken to the computer lab to work on their projects. Students were required to use the Internet along with any other credible resources (to be stated in a works cited page) to prepare a PowerPoint presentation consisting of at least 25 slides. Each PowerPoint presentation was required to be accompanied by a paper summarizing each student's research. Students were also required to create a map of the country, as well as create a replication of their national flag. Students were graded on the level of detail for the PowerPoint presentation, including geographic detail as well as computer program use detail. Papers were graded using a standard informative paper rubric from the English dept. Maps and flags were graded based on effort and overall presentation. The entire project was graded based on the accuracy of the information contained as well as the presentation. Other projects include: Weather Around The World which combines Excel, Science and Geography; and Checking Account project which integrates Palm Pilot, Excel, and Math. You can visit an example of this at <http://wpw2826.k12.sd.us>

Parker School Dist.-Integrated Projects

Physical Science students explored different design or engineering concepts with the basic goal of sparking an interest in some advanced science. In teams of two, they designed a device to protect an egg from a 10' drop. The egg was encased inside the device. Resources were limited, students had the option of using a plastic bag, three sheets of paper, two paper clips, five toothpicks, two rubber bands, and a straw.

Parker School Dist.- Integrated Projects Trigonometry students investigated making music with the CBL. These students explored the nature of musical sounds, and the three attributes of sound waves: period, frequency and amplitude. Using a pop bottle of water, the CBL microphone and their calculators, they found the period, the phase shift and amplitude of sine curves. They continued to adjust the amount of water until the frequency of each note was correct. After much trial and error, results were successful.

Vermillion School Dist.-Curriculum, Applied Academics, and

Business/Community Partnerships The Applied Bio Chemistry Class at Vermillion HS has partnered with the water treatment plant in Vermillion to offer real world experience to students. By testing river water released from the water treatment plant and sharing results of that testing with the Vermillion Wastewater Plant, students can see the relevance to their classroom activities. Lab and classroom activities: Lab experiments center around determining free chlorine content, level of coli form bacteria, and amount of calcium ions in the water samples taken. Students work in teams to perform laboratory experiments and again the results are shared with the business partner. In addition to the scientific learning which takes place in the classroom, students are also assessed according to their SCANS Skills. These are employability skills which are common to every work environment. They include such characteristics as attendance, punctuality, teamwork, work ethic, following instructions, etc. Both higher level mathematics and writing skills are integrated into Applied Bio Chemistry. Because it is a hands-on approach to learning, however, even students who are often less successful in science, math and English are enthusiastic learners.

Huron School District, Curriculum Ordinary or Extraordinary Hero? Everyone is either an ordinary or an extraordinary hero. Students conduct original research to discover how their selected person serves as a hero. Students interview a person at least two generations older than themselves. Numerous samples of interview questions are given to the students from which they can choose:

1. What was your room like when you were growing up?
2. What were/are your favorite books?
3. Have you read a book or seen a movie that changed your life?
4. What did you get to do that kids today don't get to do?
5. What did you have to do that kids today don't have to do?
6. Who are your heroes?

7. What was a decision you made that turned out better than you expected? Students then compile their findings into a written report that includes basic information about the interview and examples that show how that person is heroic. At least two pieces of memorabilia are also scanned into the project. These may include pictures, certificates, newspaper clippings or articles, or other awards, etc. The interviewer and interviewee sign forms giving consent to release the information. Two copies of the project are completed so both parties have one to keep. Email us if you want all the questions and the consent forms.

Kadoka School District Each staff member teaches from a Unit Plan they have written as a guide to ensure they are teaching the state standards. The Unit Plan gives information taught, materials used, time of instruction, state standards met, best practices used and the assessments used.

Newell School Dist. Students travel to the city park to measure it. They use this information to make a scale drawing of the actual park. They then are required to create a landscape plan for the park. They can decide where to add additional plants or trees, walking paths, playground equipment or placement of sprinklers. Project must be turned in as a unit with written summary. Grade is determined by using a rubric. Approx. Timeframe 1 ½ weeks.

Newell School Dist. Students use statistics to help tabulate and evaluate the technology survey for the Newell School District. The students tabulated the results of the survey for each of the sample groups. They then determined the mean, media and mode along with the statistical deviations for questions on the survey.

Advance High Alternative School

Several students from the alternative high school completed a research project using digital story-telling. They chose a topic and interviewed others while filming with the digital camcorder. The students edited their story and added sound, text, and music to their project. Took approximately 30 hours.

End of Standard 1

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✦ Ideas and Strategies to Achieve Measure 2

Learner Attainment of Challenging State-Established Career and Technical Proficiencies

Strategies for Administration

- Establish and maintain partnerships with area business and community organizations and councils, chambers of commerce, faculty advisory boards, and the SD Counseling Association.
- Investigate interagency agreements regarding opportunities such as job shadowing, job placement services, apprenticeships, etc.
- Promote PR/Marketing activities for programs and services.
- Involve all instructors, including those from alternative schools and special education in planning career and technical education activities.
- Ensure that honor or advanced placement classes are open to all learners who want the challenge.
- Establish a system for gathering and disseminating student follow-up data using consistent methods.
- Establish clear goals for programs and activities, comparing student performance data to determine success in school.
- Provide up-to-date equipment and technology for students.
- .Provide teachers, students, and parents information about the future workforce, skills required for these careers, the importance of math, science, and technology education, the earning potential of various careers, and the importance of nontraditional employment opportunities.

- Form partnerships with business and industry, involving them in the design of the CTE programs, incorporating workplace standards and competencies, as well as to provide sites for work-based learning activities.
- Increase and better target the use of distance education, providing student access to secondary and post-secondary career and technical education programs.
- Increase the integration of support services such as tutoring and instructional aids into program structures.
- Enter into agreements with local multi-districts, providing students access to vocational technical programs not available in your district.
- Research and apply for grants to assist with funding for equipment needs and program development.
- Offer career academies in one or more technical areas, providing students with a focus in a technical area, leading to post-secondary training or employment.
- Work with area businesses to provide post-secondary scholarships for those students enrolled in career academies or for those achieving certification in career and technical program areas.
- Ensure that certification opportunities for students are provided in career and technical programs.
- Utilize distance education and technology to provide access to courses that are not offered at your district.
- Incorporate the results of the Career and Technical Education (CTE) program improvement process into program design and planning.

✦ Ideas and Strategies to Achieve Measure 2

Learner Attainment of Challenging State-Established Career and Technical Proficiencies

Strategies for Guidance Personnel

- Use computerized career information systems, such as Choices, to match student interests, aptitudes, and goals.
- Help develop individualized education and career plans that include the state-adopted academic and CTE program standards.
- Compile a list of available community resources and disseminate to schools and programs.
- Collaboratively plan work-based learning activities for students.
- Ensure that labor market information is available to all individuals involved with career education activities.
- Use career interest/cluster areas to help organize educator and student visits to business and industry.
- Plan career expos, job fairs, and other activities that include information on nontraditional careers.
- Identify businesses willing to train and prepare all learners. Compile a list for distribution to program faculty.
- Organize a transition planning committee to work with learners with disabilities.
- Follow through with students on the job, supporting them as needed through facilitation of agency linkages, financial aid, conflict management, learning skills, and personal follow-up.
- Provide all students with access to Counseling Centers that would include access to counselors, as well as career information and resources.

- Organize the student registration book by career cluster areas.
- Utilize student career and life planning portfolios for all students in grades 7 -12.
- Incorporate the results of student assessments into planning work-based learning experiences, as well any remedial help that may be needed.
- Arrange for student visits to post-secondary technical institutes and universities.
- Follow through with students on the job, supporting them as needed through facilitation of agency linkages, financial aid, conflict management, learning skills, and personal follow-up.
- Provide all students with access to Counseling Centers that include access to counselors, as well as career information and resources.
- Organize the student registration book by career clusters/pathways.
- Utilize student career and life planning portfolios for all students in grades 7 -12.
- Incorporate the results of student assessments into planning work-based learning experiences, as well any remedial help that may be needed.
- Arrange for student visits to postsecondary technical institutes and universities.
- Identify businesses willing to train and prepare all learners.
Compile a list for distribution to program faculty.
- Organize a transition planning committee to work with learners with disabilities.

✦ Ideas and Strategies to Achieve Measure 2

Learner Attainment of Challenging State-Established Career and Technical Proficiencies

Strategies for Instructors

- .Provide flexible pacing of instruction and assignments to meet the needs of individual learners.
- Involve faculty, both academic and technical, in a team approach to teaching.
- Organize instruction into self-contained units, modules, and mini-courses.
- Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.
- Introduce and discuss any technical terms that are used relevant to demonstrations, assigned readings, homework assignments, or the field in general.
- Provide follow-up activities to clarify, reinforce, or extend what is being learned.
- Work with the post-secondary technical institutes to prepare articulation agreements for the courses you teach.
- Teach to individual learning styles, varying instructional methods and strategies.
- Foster learning of technical skills relating closely to real-world.
- Incorporate the SCANS skills (employability) in lessons/projects.
- Orient learners to your classroom/lab procedures & expectations.
- Design your course curriculum according to identified academic and technical standards, incorporating the Crosswalk process.

- Provide students and support personnel with course syllabi and/or outlines of planned instructional content and activities in easy-to-read formats.
- Involve businesses in the design and delivery of course content to students. Enlist business representatives to serve on your advisory committee.
- Integrate the following instructional activities into your classroom planning: individualized learning, computer applications, self-paced multi-media projects, independent study, field trips, interviews, etc.
- Provide instruction that includes applied academics to assist students in making the connection between school and their career choice.
- Complete all the Division requirements to ensure that your program is state approved.
- Utilize an advisory committee for your program area to provide input on program design and the needs of business.
- Incorporate the SD Career and Life Planning Student Portfolio into classroom activities.
- Serve as faculty advisor to the Career and Technical Student Organization applicable to your program area.
- Conduct follow-up studies of past students for use in planning.

✦ Ideas and Strategies to Achieve Measure 2

Learner Attainment of Challenging State-Established Career and Technical Proficiencies

Strategies for Professional Development

- Provide staff and centralize services for technical students to participate in internships and work-based learning. A work-based learning specialist and faculty evaluation visits are another allowable expenditure under Perkins funding.
- Provide opportunities for faculty and staff to demonstrate and share strategies for expanding students' use of technology.
- Provide technical support to faculty in the development of web pages and web-based instruction.
- Encourage career and technical education staff to attend state sponsored in-service on the Crosswalk Process.
- Encourage joint curriculum planning between secondary and post-secondary staff.

➞ Best Practices for Measure 2

STAR Evergreen HS, Custer Applied Academics: Finding it difficult to interest my Welding/Metals students in math and writing, and one method of doing so has been my "Big Dog, Inc" project. "Big Dog, Inc" is our hypothetical company for design and construction of metal projects. This includes figuring materials lists, estimating time and labor cost, etc. We figure salaries for our hypothetical work crews, including taxes, SS, etc. We often have questions arise that lead to more integration of math and English. They must gather their info. And transfer it to a formal bid sheet, complete with a cover letter, etc. When finished and our bid is accepted we then request the proposal to see if we actually made a profit, this too is usually interesting. This "Big Dog, Inc" company was used when the Welding and Metals class designed and manufactured nearly all of the ADA stair and wheelchair ramps on our facility. This gave students a sense of pride, and an appreciation of the math and writing when they saw the completed project.

Northwest Area Schools (NWAS)- Curriculum: We have added to our Electricity/Electronics Class a program known as C-Tech (this is working with cabling, both copper and fiber optics) Students who complete this program and pass the National Certified Test will receive National Certification, thus allowing them to obtain jobs in the cabling field throughout the nation.

Northwest Area Schools (NWAS)-Applied Academics

NWAS has two Junior High Level Technology Lab Mobile Units which rotate to six of our schools every two weeks.

<u>Lab #1 contains:</u>	forensics	structural engineering
	space	electronics
	electronic publishing	animation
	TV technician	TV broadcasting
	scroll saw	Mechanics/Machines

<u>Lab #2 contains:</u>	robotics	small engine
	electricity	GPS
	Radio Broadcasting	meteorology
	laser/fiber optics	satellite communications
	Research & Develop a CO cartridge in mechanical drafting	
	healthcare	

Bon Homme School Dist.-Curriculum: Between the Ag Programs and the Tech Programs at Bon Homme High, we have a very good curriculum base that has a very wide range of information that our students can be exposed to.

Gregory School Dist.-Curriculum

Sophomores have the opportunity to prepare and design an advertising brochure for a local business. The student interviews the owner of a business in the community and then using Microsoft Publisher, designs and researches the business for a brochure to advertise it. The students learn English skills, how to use the scanner, the digital camera and the computer. They take great pride in the business that they are working for and strive to do their best for them. They do a great job.

Wessington Springs-Business/Community Partnerships

As part of their application of knowledge and skills, students in the Desktop Publishing class are required to complete a brochure for a community organization or business. For this project they work with a client in the community to complete the project. There are exact requirements for the project and it is evaluated using an assessment rubric.

Dakota Valley School Dist.-Integrated Projects We have integration of math, writing components and oral communication skills into the Industrial Technology coursework, as well as into consumer science.

Winner School Dist.-Career Clusters/Pathways

Using technology to design registration handbooks for students emphasizing each career cluster course registration guidelines, and Winner High School courses that correspond with career clusters and graduation requirements. The registration handouts will be very beneficial to aid students in designing their four year high schools plans.

Woonsocket School Dist.-Business/Community Partnerships, Work Based Learning, and Applied Academics The Business Class is required to create a marketing plan for a local business. The plan may be based on an existing product or the students may create a new project for the business. The project guidelines must follow the State FFA Marketing Plan CDE Rules. The students interview the employees and managers of the business to determine their needs, what they do, and their business goals. They research the background of the business as well as the products to market. The students develop and take a survey of the target customers needs and wants. With this information, students create a marketing plan and present it to the business for valuation. The marketing plan must contain info. on the business, competitors, target customers, a budget, marketing, and plans for evaluating results. Their presentation must include one hand-out, an advertisement example, and an informative PowerPoint presentation.

Chester School Dist.- Integrated Projects We have an outdoor learning center. Biology II and Agriculture classes started a five year plan to produce crops, trees, and decorative landscape to the area west of our football field.

Madison Central School Dist.-Curriculum

We have experienced budget cuts and teacher reduction during the past several years. This has greatly impacted our industrial arts and automotive programs. Three full time teachers staffed these programs four years ago. Today, just one full-time teacher and another at half time, staff these two programs. A committee of ten was organized for reviewing the existing programs and to give direction and planning for the future. Six local business leaders, two administrators, and two counselors represented the committee. The six businesses represented the automotive, construction and light manufacturing industries. The members concluded that these programs were essential to the needs of our students. It was agreed the existing automotive programs needed to be upgraded to meet the current technological demands of the workforce and post-secondary schools. In addition, members agreed that students needed to be informed about employer expectation while also developing an understanding of what makes a successful employee. We are working on a timeline to possibly develop a modular education programs for 9th-12th. This will include an automotive program with a modular lab. An additional technological lab will consist of a comprehensive range of modules with hands-on equipment and multimedia computer aided instruction. Our plan is that this lab will expose our students to a wide range of careers and related technology. We are considering an

introductory Tech Ed course as a pre-requisite for all 9th and 10th graders. Advanced classes will be offered to 11th and 12th graders. The upgrade of these labs should also enhance our current school-to-work program. Additional planning will continue in 2004-05.

Isabel School District The student will in a sense job shadow a teacher's position. The student will gain knowledge and first hand experience of what it entails to be a teacher besides just lecturing and giving tests in a classroom. Students will utilize skills they have learned from various other classes they have taken, such as business skills, English skills and math skills.

Stevens High School Students will construct a flyer(required) and choice of poster/power point presentation/radio or TV commercial targeting junior/senior students interested in taking Marketing the following school year. Objective is to promote the marketing class to this target group utilizing concepts/skills previously covered in our promotion unit. Students have previously studied the promotional mix and promotion as a means of communication. Students may select a partner and each group must construct an "effective" flyer promoting our Marketing Class. They will be utilizing computer skills as well as skills previously learned when studying advertising, i.e. what makes a good ad??? All groups of two must do a "flyer". It will be graded on content, formatting, graphic, and creativity. In addition to rubric grade, bonus points will be awarded on the flyer students in class and 4 other teachers feel is the best flyer promoting the marketing class. All flyers will be done in black/white and printed on "neon/bright" 8 ½ x 11 paper and posted throughout the school. The "Best Flyer" will be taken to the print shop and utilized in the classroom presentation. Assignments with options include a power point presentation for marketing, a large poster or a TV/radio commercial (all must promote the marketing class). Students will present their optional assignments to class and explain them. Actual class time will be three days to work on flyer project. Students must secure approval of flyer prior to printing. The "Best" flyer will be utilized as a handout in a presentation given to all sophomores and juniors who can sign up for marketing the following year. Optional Assignments will also have 3 class time days to work on and an additional time outside class. Promotion Unit takes approximately 3 weeks and is timed to coincide with the Black Hills Stock Show and our student registration time frame at Stevens High School. Access to computers, examples of previous flyers will be shown. Internet resources for clip art, etc. bright paper for copying flyers. Newspapers, magazine ads, Textbook on Marketing Essentials and Laps on Promotion from MarkED. Rubric for grading flyers is given to students. Quizzes/tests on promotion are also administered covering the promotion chapters as well as MarkEd laps. This really gives students an opportunity to utilize a variety of communication/technical skills while at the same time seeing the effect it has on their "target market" for the next school year. I always share the results of the activities insofar as enrollments for the following school year. I truly believe if my students did not "market" our elective class that we would no longer have a marketing class at Stevens High School.

Pierre School Dist.-Other Once a month, one of our instructors will facilitate a character education activity with all students. The monthly values cover: Caring, Respect, Responsibility, Positive Attitude, Self-Motivation, Honesty, Trustworthiness, and Citizenship. The students interact during these activities, bringing adults and your together to share valuable information that applies to work, home or school. For instance, a lot of students signed up to vote after last month's citizenship lesson.

Pierre School District

Riggs High School currently has the largest active chapter of the Future Business Leaders of America. The 77 members are all currently, or were previously enrolled in one or more business, technology, Tech. Prep or state approved vocational/technical classes. Members are very active in state and national level FBLA activities with members holding offices at both levels. As a result of student participation in FBLA activities students are provided with an on-going connection between their curricular pursuits and the "world of business"

Aberdeen Central

Summary for Architectural drafting. Course is 9 weeks on a block schedule. 80 min periods. All drawings are done on AutoDesk architectural desktop.

1st week: go over history of architecture and talk about floor plans, traffic patterns, environmental factors, building codes etc.

2nd week: I give them a basic floor plan to draw so they get used to the architectural program. (This is CAD II, these students are used to the regular CAD program.)

3rd and 4th weeks. My students have to design and draw 2 house plans to give to the FACS interior design class for them to decorate.

5th -7th weeks. We get my class and the FACS class together. Both classes already have a questionnaire ready. We assign client/architect and client/interior decorator. The FACS class students tell my class what they want for a house, it is then my student's responsibility to design and draw up a set of plans for them. My students give the FACS class the plans they have already drawn and tell them how they would like them decorated. (My class does 2 because there are twice as many students in the FACS class than mine) We let the students get together about every 2-3 days to check progress and make changes.

8th and 9th weeks. My students will make a scale model of one of the houses they have designed.

Britton/Hecla School District, Industrial Technology, GRADE(S): 11-12

Students have been involved in the electric car project for three years. This year they constructed two electrical cars from scratch. This project was completed during energy and power class. With the high price of gasoline, the electrical car seemed to be a good choice. This project included many community and business partnerships. Students worked in class and after school to complete the cars. The students recently completed in the Nebraska

State Electrical Car Races and finished 3rd in their heat. The students will also hold a local contest at the end of the year. **PROJECT TIMEFRAME DURATION:** One school year. **MATERIALS AND RESOURCES:** Aluminum tubing, electrical motor, batteries, wheels and brakes. Project completed in conjunction with Energy and Power course. Assess by State Competition and completion of log books.

Clark High School

The students begin in their freshman year on the digital portfolio. They complete all areas possible. Their digital portfolio is then saved on a re-writable CD that can be changed and used each of the following years. I will touch base with them a couple times during English time in each of the following years so that we can change and update their portfolios. By the time they are seniors, they will have a CD with a completed digital portfolios on it to take with them as a tool for later on. They are graded using a rubric on completeness and neatness.

Estelline School District

The Estelline School District has students in the 11th and 12th grades who attend classes for two hours every morning at East Central Multi District. East Central Multi District has numerous classes that can be articulated with one or more technical institutes. The courses they offer are: Automotive, Carpentry/Building Trades, Electronics, Computer Hardware Basics, Marketing, Health Science Occupations, and Pro Med. There will be 20 students attending East Central Multi District for the 2005 – 2006 school year. This is done all through the school year and it is an ongoing program. The success of this program will be displayed by the grades and by the participation of the students.

Grant Deuel

Two students worked with Norma Misterek, our school nurse and the nurse for the Revillo Clinic, and I, on this so they could use it as their FCCLA project. We invited Natalie Gauer who is the Administrator for the Milbank Clinic to tell students about her career and other opportunities in Health administration. Norma Misterek, RN and Sue Weldner, LPN from the Milbank Clinic, worked together. Kelly Wittnebel, Physical Therapist Assistant and a certified athletic trainer, gave an excellent presentation, with student involvement in her area of expertise. All 3 grades saw all presentations. **PROJECT TIMEFRAME DURATION:** 1:30 TO 3:15 hours **MATERIALS AND RESOURCES:** Many resources were available on the website including coloring pages and other things that the students also gave to elementary classes. **MATERIALS AND RESOURCES:** Many resources were available on the website including coloring pages and other things that the students also gave to elementary classes. **INSTRUCTIONAL ACTIVITIES:** All of the presenters involved the students in their presentations in some way. **ASSESSMENT:** Students wrote very positive evaluations of the sessions and felt they learned a lot about these health careers.

Northwestern

In construction class the sophomores and juniors I asked what could the students use. They said a concession stand with bathrooms. This is a class of 25 students. Each student drew a plan, these plans ranged from 20 X 40 to 50 X 60. The school district had no plans of building a concession stand. The class then voted on a 20 X 40 would be the best. They put a plan together and four students went to the school board meeting and presented their ideas and plan. The first response after the students said they needed \$20,000.00 was there is no way. One female student said we the students would do fund raisers. The students finished these presentation and left by the end of the meeting the school board scrapped up enough to start the cement/planning work. This will be a two year project we will complete by the time the juniors graduate. The students are doing all the work from planning and dirt work to finish. PROJECT TIMEFRAME DURATION: Two years

Redfield Public Schools

1. Teach students to properly solder various types of joints in using copper for plumbing purposes.
2. Correctly measure and construct project with the necessary equipment and supplies.

Students will read, interpret and follow directions given to them in the project. Students will measure and assemble pieces to specifications set by the instructor. Students will learn how to solder copper for job related skills. This project was designed as a beginning project for a plumbing unit. It teaches the students to measure correctly and then to solder the fixtures together in a safe and correct manner. The end product must not leak, be neat and must achieve a minimum score of 44 or it must be redone. Rubric is attached to bottom of project sheet. This beginning project will take about 2 -3 days depending on the number of students in class and equipment available. Instructional Activities: Correct measurements. Neatness. Done in a timely fashion, and Safety. Assessed with a rubric.

Roslyn School District

Print and Photo class covers the basics in printing and photography such as linoleum block, letterpress, safety kut, screen-printing, and photography. Students learn about the process through design and active learning tasks while complete a finished, personalized product. Takes one semester but will be revised to be one year during 05-06 school year. Students prepare commercials, newspapers, a newscast via a camcorder and design and print t-shirts. Assessed via a criteria checklist, letter grades and an open house of products.

Sisseton High School

Textbooks are sometimes the worst instructional aids that can be used in the classroom. The teacher is often forced to organize his curriculum around the way the material is presented in the textbook. and this is not always the best

approach. To make matters worse, often times there are errors in the textbook that can cause confusion when the student reads the material in the chapter. I decided that I wanted to get around these problems and write my own textbook, but had no way to publish one for use by my students. I solved this problem by writing my own textbook and putting it on CD for distribution to my students. I use the CD in class as the basis for my instruction. The PowerPoint presentation's, complete with review questions and diagrams, are shown to the class on a large screen computer and the students answer the review questions as an integral part of the lecture. When a student is absent from class, that student can take the CD home and receive the exact same instruction at home as was presented in class. Special Education students can take the CD to the Resource Room and work on the lessons at their own pace. At the end of each school year, I spring a surprise comprehensive exam on my student that covers everything taught during the year. I have found that, without studying, my students retain approximately 75% of the material covered during the entire year. I have been very pleased with the effectiveness of this approach to instruction and plan to update the CD each year to reflect industry changes. I also plan to add video clips whenever possible throughout the lesson.

Lake Area Multi-District

Students, parents and the general public are invited to an open house at our school. Students have made various projects for them to see. People can take student-led tours of the school and the Building Trades house as well as participate in student demonstrations on AED use and taking vital signs. Local businesses help with supplies for the projects as well as treats for the open house. Students participate in live radio talk shows to promote the event. Public service announcements are also sent to the local press. **PROJECT TIMEFRAME:** Actual event: Two to Three hours; Preparation: class time and an additional two hours. **MATERIALS AND RESOURCES:** Student project supplies. Treats for the open house, we provide popcorn, hot dogs and sodas. **INSTRUCTIONAL ACTIVITIES:** Student projects that are already in the curriculum. **ASSESSMENT:** Students take a great deal of pride in the projects they make. The general public gives great feedback!

Kimball High School

PROJECT GOAL(S): Understand the principles of flight and be able to successfully fly in the flight simulator module. The students read written material, use the computer module, watch videos and test on the flight simulator. **PROJECT TIMEFRAME:** Two weeks. **MATERIALS AND RESOURCES:** Principles of Flight module and an Airport. **INSTRUCTIONAL ACTIVITIES:** Read, respond verbally or in writing, view videos, participate in flight simulator, Actually use skills learned by passing the test with an A and then flying in an airplane with a flight instructor. **ASSESSMENT:** There are pre-tests, post-tests for each lesson and also daily questions. **ADDITIONAL COMMENTS:** This year the instructor is taking the students to the Mitchell Airport and having them actually fly in a plane with the flight instructor

Hitchcock-Tulare School District

GOAL: To provide on the job training skills for students in the area of Food Production, Preparation and Management. Classes are held for 80 minute periods daily. Students work in classroom instruction, modular instruction and food lab preparation and instruction. Instruction in health, sanitation, equipment, lab planning and management, customer service, food preparation and production. Second semester, students work on-the-job in the school lunch room with preparation, sanitation and customer service. They have also worked at the local café and catered meals. They also plan concession foods and its marketing plan.

PROJECT TIMEFRAME: They are in class or on the job 5-80 minute class periods, 5 days a week for 36 weeks. Some days their on the job training extends to 110 minutes. They are in class and training 220-250 hours.

MATERIALS AND RESOURCES: Professional Cooking/Baking, Ray/Dondi; Cooking at the Academy Video Series; Customer Service; Pepper, Pratt and Winnick; Professional Cooking and Baking, SAG1 Glencoe; Culinary Food Service Program CD. (Equipment use in lab and on the job)

INSTRUCTIONAL ACTIVITIES: Quantitative cookery; Foods Math; role playing customer service; food production; International Foods Food Cuisine Videos and preparation from California Institute of Foods.; Garnishing, Preparation of Breakfast, Lunch and Dinner meals; portfolio (job) preparation / application / interview/optional competition. Tour of Mitchell Tech Institute.

ASSESSMENT: They must pass their safety and health tests with 85% accuracy. Chapter tests and projects must be 100% completed with 85% accuracy. Unit lab and final testing is done with 75% accuracy (or retaken) Each student must prepare an FCCLA STAR event; competition is optional. The state FCCLA has a competition event in food planning, prep. and service in April.

Bennett County High School

GOAL: Introduce students to alternative building processes. Allow students to work as a team to complete project. The class constructed a 24' x 40' stucco-covered, straw bale shop. There are two types of straw bale construction, the Nebraska style and the in fill type. The Nebraska style uses the bales to support the roof structure. It involves stacking and pre-loading the bales. There is about a six month waiting period for the bales to settle before applying the stucco/plaster inside and out. We built an infill building where there is a frame, similar to a normal pole barn, which supports the roof system. The bales are then used to fill in the spaces between framing members. The students assembled the rafters using a glue/nail plan obtained from Iowa State University. Students did not pour the cement floor because of time restraints. They were involved in the prep work for the pour.

PROJECT TIMEFRAME: The building was completed over two school years. This allowed students to be involved in the process from start to finish.

MATERIALS AND RESOURCES: Straw bales, treated pole barn frame, steel ribbed roofing, garage door, walk-in door, masonry cement, sand, lime, chicken wire, OSB, pneumatic framing nailers, tarpaper, stucco machine,

electrical wiring and apparatus, The Last Straw, Colorado straw bale builders association, City of Yuma, Arizona, Canelo project, Build It with Bales

INSTRUCTIONAL ACTIVITIES:

- Power/hand tool safety
- Design of rafters, framing and poles—allowing for expected snow loads
- Building layout
- Calculations of electrical equipment—wire size, circuit breakers
- Masonry mix design and volume calculations
- Insulation properties
- Green building processes
- Bill of materials

ASSESSMENT:

- Individual & group assignments for the design aspects of the building.
- Ability to work cooperatively within the group.
- Participation, workmanship, safety practices.

Cheyenne-Eagle Butte High School

GOAL(S): Promote Entrepreneurship, Assist students in developing a business plan, and develop an American Indian Business Leaders Chapter. The Four Bands Community Fund Inc. established a partnership with our school to train students to develop a business plan for competition in the 7th Annual Great Plains Regional/Tribal Economic Development Summit in Hankinson, ND. Two members of the Four Bands staff taught them to write the plan and also mentored them for six weeks. Students used their Student Responsibility Block for approximately six weeks to develop their plan and make a power point presentation. Two students presented their power point to the judges in North Dakota and were each awarded a computer. **PROJECT TIMEFRAME:** 6 wks
MATERIALS/RESOURCES: Web-based, mentorship, & business plan materials.
INSTRUCTIONAL ACTIVITIES: Business plan writing course, and some Web-based materials. **ASSESSMENT:** The final competition in North Dakota.

Douglas High School,

The ultimate goal of this project is to create, in clay, a historical architecture replica for every community in the Black Hills. The entire project consumes approximately 1, 9 week period and integrates numerous sub assignments.
MATERIALS AND RESOURCES: Transportation, Digital cameras, computers, printers, clay, modeling utensils, table space, and a kiln.
INSTRUCTIONAL ACTIVITIES: Students take a field trip to digitally capture the historic buildings they wish to recreate. Next, the students do historical research of the buildings, era, architectural styling, and community. They utilize this research to provide a historical label for their building. They additionally do an in-class report of their information. The students learn to do mathematical transfer to produce a to-scale product. They utilize slabbing, detailing, firing skills etc. when reproducing the buildings in clay. **ASSESSMENT:** Students are assessed on each of the above mentioned components. Participation is vital. Process is as essential as the final product.

Faith School District

NWAS will be adding a Graphics Design Course for school year 2005-2006. This course will be taught in one of our eight mobile units which relocate to a new school every semester. Graphics Design is replacing the Agriculture Class which will begin being taught over the DDN System starting school year 2005-2006. The decision was made by the involved schools to add Graphics Design as it is an area of study that would be beneficial for the students and also would be appealing to both genders. Faith School is part of the NWAS Vocational Consortium and participates in the NWAS Vocational Curriculum.

Harding County High School

GOALS: Students will become proficient in the use of handheld GPS, Magellan Meridian and Arc-View Systems by use of accompanying software and will do 3 projects using knowledge gained through hands-on assignments. Students will also map and place a Geo-Cache for the Geo-Cache project.

This class will enable the student to have a hands-on approach to learning about geo-spatial technologies that are being used in today's world. The student will have the opportunity to learn the effective operation and use of a hand held Global Positioning System, the Magellan Meridian series. The student will also be introduced to the Arc-View mapping program that will allow them to integrate various data sets from different places to generate a useable map, for presentations, portfolios, and other curriculum courses. Each student will be required to develop 3 projects using the acquired skills, one of the global perspective, one of community perspective and one of personal interest.

PROJECT TIMEFRAME DURATION: 45 minutes daily for the school year.

MATERIALS AND RESOURCES: Laptop computer, hand-held GPS units, Magellan Meridian Series, Arc-View and associated software.

INSTRUCTIONAL ACTIVITIES: A variety of instructional activities were used throughout the year including a GPS scavenger hunt which planted "caches" around town for teams of students and teachers to locate using GPS hand-held units. One item was retrieved from each location and returned to the home base. The first team to finish and return all the items was awarded a prize.

ASSESSMENT: Students will be assessed through quizzes, tests and the successful completion of the 3 projects mentioned in the description.

Northwest Area Schools

GOAL: Introduce new area of technical study that will appeal to both genders NWAS will be adding a Graphics Design Course for school year 2005-2006. This course will be taught in one of our eight mobile units which relocate to a new school every semester. Graphics Design is replacing the Agriculture Class will begin being taught over the DDN System starting school year 2005-2006. The decision was made by the involved schools to add Graphics Design as it is an area of study that would be beneficial for the students and also would be appealing to both genders. **PROJECT TIMEFRAME:** One semester.

Wall School District

Our students, in partnership with Golden West telecommunications provide a school based local information TV program. The students videotape home activities and broadcast them over channel 15. Some are in real time some are tape-delay. They also live telecast the wall School Board meetings and Wall City Council meetings. The students may earn Fine Arts or elective credit for this class. The community very well receives this program. They call the school if the programs are not run. **PROJECT TIMEFRAME:** This class runs the academic school year. **MATERIALS AND RESOURCES:** We have access to the expertise from Golden West along with our own audio and video equipment. **INSTRUCTIONAL ACTIVITIES:** The students learn TV production / distribution / broadcasting from the ground up. **ASSESSMENT:** The students earn either 1 Fine Arts or elective credit per year.

Chester Area Schools

GOAL: Create and maintain an outdoor learning environment in which students and adults of all ages can learn about and appreciate natural surroundings. Biology II and AG IV classes are putting research to work. The major emphasis of our crosswalk is to create an outdoor learning alb. The classes are currently preparing gardens, planting 300 trees of various species and working on the nature trail. Last fall they harvested corn, wheat, beans and sorghum. Each year the classes will contribute to what is currently being done. Eventually a greenhouse will be added adjacent to the school. This is an ongoing project in it's 2nd year, and could last up to ten years. We conduct small group activities, active participation, working together, written assignments, and summaries of what did work and what did not work. Class objectives are based on Bloom's taxonomy's higher lever of thinking. Research, plan, identify, analyze, compare, investigate, and collaborate. The students are almost 100% hands-on using trial and error to assess planting and gardening.

East Dakota Education Coop

GOAL: Connect Science and Technology to the field of criminal investigation. This class, called Forensics, is an opportunity for students interested in crime scene investigation to get an introduction to the methods, responsibilities, and opportunities and technologies involved in this vast field. During the class we look at tools and techniques used before, during and after any and all investigations. We get a brief look at the many instruments investigators can and do use. We meet for one semester on a block schedule, which meant every other day for one hour and 15 minutes. Important tools necessary for this class are digital camera, computers, microscopes, basic lab materials and many "created" supplies. Other resources include outside information from the morgue, local volunteers from the police force and hands-on instructions from the Washington Pavillion. **ACTIVITIES:** Vary from using digital cameras to photograph mock crime scenes, to using microscopes to look at hair and fiber samples, to making finger, tire, and shoe prints, to taking field trips to the Washington Pavillion. The course goes through the pre-crime scene discovery to

the conclusion and/or trail. This class is highly dependent on information from the Internet, technical application of common science tools and practices and the support of outside individuals such as coroners, detectives, college professors, and institutions. ASSESSMENT: Students are tested via written tests and practical application/usage of tools involved in the field. Each letter grade is divided at 8 points per slot.

Rutland School District

The Vocational AG Class has a partnership with Ellens Farms of Rutland through which they get to experience how GPS and yield monitoring works. They then use this data in the classroom using technology to interpret yield maps.

TIMEFRAME: Active participation is in Oct. and Nov. and then is ongoing.

RESOURCES: GPS and yield monitoring equipped combine, and then GPS and yield mapping software. ACTIVITIES: Data collection and interpretation of the data and graphical output of the data. ASSESSED by the student's proficient use of the software.

End of Standard 2

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✦ Ideas and Strategies to Achieve Measure 3

**Learner Attainment of Secondary School Diploma or its
Equivalent and Postsecondary Credential or Degree Attainment**

Strategies for Administrators

- Maintain partnerships with technical institutes to provide a seamless pathway for students from secondary to postsecondary levels.
- Provide distance learning opportunities for students increasing their access to secondary and postsecondary courses.
- Utilize the services of the alternative school in your area for GED testing, remedial coursework, and other services for students.
- Work with the Transition Liaison project to assist special needs students with future planning.
- Join the SD High Schools That Work (HSTW) network, a school reform model, focusing on student achievement.
- Promote the CTE Scholar program to students and parents.
- Partner with the multi-districts in your area to provide access to career and technical programs not available through your district.

✦ Ideas and Strategies to Achieve Measure 3

Learner Attainment of Secondary School Diploma or its Equivalent and Postsecondary Credential or Degree Attainment

Strategies for Guidance Personnel

- Provide mentoring and/or tutoring programs in areas in which learners have deficiencies.
- Develop interagency agreements and strong collaboration among all service providers.
- Check for referrals with CTE and academic instructors, special population's personnel and other guidance personnel.
- Coordinate GED testing for students as an option to high school graduation.
- Involve parents in the career planning efforts of students.
- Utilize the student guide following the SD career assessment program (SD CAP) to focus student planning.
- Encourage students to attain the CTE Scholar Recognition.
- Incorporate career clusters into the student registration process providing a focus for student course selection.

✦ Ideas and Strategies to Achieve Measure 3

Learner Attainment of Secondary School Diploma or its Equivalent and Postsecondary Credential or Degree Attainment

Strategies for Instructors

- Maintain close contact with parents as to student progress.
- Work with the postsecondary technical institutes in developing articulation agreements for your program.
- Encourage your students to attain the CTE Scholar Recognition.

✦ Ideas and Strategies to Achieve Measure 3

Learner Attainment of Secondary School Diploma or its Equivalent and Postsecondary Credential or Degree Attainment

Strategies for Professional Development

- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Identify and/or provide instructors with resources on learning styles and information on maximizing learners' strengths.
- Provide in-service and/or materials on study skill techniques, academic skills, and other relevant topics that could be replicated in schools for all learners.
- Participate in Tech Prep training activities offered throughout the school year in various locations.
- Conduct professional development activities in areas such as work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.

- Access the audio-visual resources of the Technical Education Video Resource Center.

➞ Best Practices for Measure 3

Bennett County School Dist.-Curriculum

This is a condensed version of our six-year high school plan that raises accountability with incremental learning in the core subject areas starting in 7th grade. Credit earned will be required in each of the five core subject areas on a semester basis similar to high school. These five credits will be necessary to take the next level course. Example: You must pass 7th grade English to take 8th grade English. Retention and passing is not under a whole umbrella for 7th and 8th graders any longer. Instead of needing 22 credits to graduate, a current 8th grader will need 27 and a 7th grader will need 32. This is our first year with this plan and early impressions are that it has been positive. This is done to help students in certain areas where they struggle.

Spearfish School Dist Curriculum: During Career Planning I have students complete a Video Interview Unit. The student's research interview material on the Internet and in resources I have available. We spend one day discussing appropriate answers to interview questions, etc. The third class period is used to have the students break into groups of 3 and practice interviewing each other with a list of interview questions that I give them. On the next three class periods the students take the video camera and go into an empty room with a desk and chair and have to give each other mock interviews. On the next two, the students and I watch their video interviews and critique them. They must have 3 students critique their video interview in addition to themselves and me. These are compiled and points given using all the critiques.

Meade School Dist. - Integrated Projects: To help the students at Sturgis HS who are IFP's meet their academic and transition goals as well as increase organizational skills, students receive instruction on how to operate a handheld computer. After students know how to access pertinent areas of the handheld, they are given documents such as resumes, personal data sheets, and the goal objective and transition activity pages from their IFP's in order to track their progress and prepare themselves for the post-secondary and work world ahead.

Emery School Dist. - Integrated Projects: We implemented a Sr. Project this year in Emery. Each Sr. will complete a Sr. Project. The purpose of the project is to allow the students to demonstrate the knowledge and maturity gained during the course of their education. The project must be a learning stretch, meaning that it must go beyond what one already knows or has experienced. The Sr. Project is a 4-part process involving an annotated bibliography, a research paper, a project/product that is an extension of the research, and an oral presentation.

The research paper was completed through either Composition IV or AP English classes. The project/Product should be “real world” application of the research paper. Each Sr. is assigned a teacher mentor, and a personal mentor. The personal mentor was an individual who possess great knowledge on the subject selected. The project/product will be evaluated by a team consisting of the student’s parents, a teacher, a community member, and a junior student. An open house displaying all the projects is held in late April.

Elk Point-Jefferson School Dist.-Career Guidance

We have a structured homeroom period at the beginning of every day. Each teacher is assigned 15 minutes to work with the group or on an individual basis. Activities include: Registration, career planning, credit tracking, testing strategies, and study skills.

Sioux Falls School Dist.-Curriculum, Career Guidance, Portfolios Course Selection Guide – A new district-wide career and academic planning process is being implemented. This comprehensive plan will include counselor meetings with all students (either individually or small groups) in 8th – 12th to discuss their career plan and course offerings. To assist students in determining which classes would be most appropriate for them to take, four course selection guides have been developed. Each course selection guide is based on career and educational options, and outlines the courses that would be recommended to successfully reach those goals. Students must choose which most appropriately match their goals based on the guide. Each year this guide will be reviewed with the student to review their goals, and make adjustments as necessary. In addition, students will begin a Career and Academic Portfolio at middle school, which they will continue to develop throughout high school. Pieces of this portfolio will include career assessment results from testing done in 8th and 10th grade, career research assignments done in 10th and 11th grades, resume and cover letter samples completed at 11th grade, and course study planning done all through 8th – 12th grades. Other career development activities and planning will still occur in individual elective classes, including career and technical classes.

Rapid City Area School District The Lakolkiciyapi Initiative in Rapid City Area Schools is a joint venture with the Bush Foundation of St. Paul, Minnesota. The program targets 9th grade transition, for 9th grade students and credit recovery for students who have left the traditional school environment. To date, a classroom (Lakolkiciyapi class) has been established at Central High School for first-time, 9th grade, at-risk students coming to the school from the local middle schools. It is not designed as a “behavior” or “truancy” classroom, but for the student who traditionally “sits in the back of the classroom and quietly fails”. The credit recovery effort began in the 2004-2005 school year with the establishment of the Oyate Center, located in the Lakota Homes area of Rapid City. This is an on-line “drop-in” center for students looking to recover high school credits with the eventual goal of integrating back into the school setting (whether traditional or

alternative). The project was funded for the 2003-2004 and 2004-2005 schools years with solicitation from the Bush Foundation for additional funding. Three instructors and an instructional assistant are located in the Lakolkiciyapi Room, with a teacher and two instructional assistants located in the Oyate center. Two instructors team-teach at a time in the Lakolkiciyapi Room with the availability of laptop computers for each student. The instruction is cross-curricular with a focus on cultural and real-world relevancy. Attendance and progression in credits earned with the goal of becoming 10th grade students are the assessment measures for the Lakolkiciyapi Room.

Sturgis Brown High School To provide students with an adult to guide them through their high school career, assist in planning high school plan of study, contact parents as needed and serve as a mentor. Every two weeks, students meet with their advisor for 35 minutes. During advisor time, the teacher conducts a lesson prepared by the coordinator specific to the advisees' grade level. In addition to the prepared lessons, students review their grades with the advisor, review their four-year plan of study, and register for next year's classes. Videos are shown over the Channel 1 equipment and guest speakers are utilized by grade level. Runs for Thirty-five minutes, every two weeks for the entire school year. We use The Louisiana Department of Education Teachers as Educational Advisors and Mentors, SD Career Activities for the K-12 Classroom, and SD Career Activities for the High School. Activities include, Learning Styles, Multiple Intelligences, Conducting a Job Search, Using Credit, What is a Credit Score?, Dangers of Drinking and Driving, Senior Talks. Character, attendance, and participation are evaluated via a rubric.

Career Learning Center, Rapid City Goal is to develop life and leadership skills in youth and promote a sense of community. The Career Learning Center, in partnership with the Rapid City School District Academy serving junior and senior status students and the Workforce Investment Act, Brenda Mabbs, CLC Employment Specialist developed and presented the following youth leadership workshops after school two times a month. These workshops target low-income, at-risk youth who qualify for the Workforce Investment Act.

Planning for Personal Success

Introduction

Knowing Yourself and Others = Personality Testing

What Matters Most

Who Are You? What Are Your Values? What Is Your Role In Life?

Plan Your Time

How Will You Spend Your Time This Month?

Based On Your Values? Based On Your Role?

Act on What Matters Most Including Your Plan

Schedule Time to Accomplish Your Goals

Break Goals In to Manageable Steps As Needed

Make Your Goals Happen (Follow your plan)

Successful Study Strategies (Career Learning Center, CONT.)

Successful Classroom Study Strategies

Preparing for Class

Things to Do Before Class

Read Your Assigned Materials Well Before Class

Take a Few Minutes to Review What You Read and Review

Notes from Previous Class

Familiarize Yourself with Your Textbooks

Survey the Text for Headings, Keywords, or Summaries

Estimate the Time Needed to Read the Entire Section

Plan to Read a Specific # of Pages in a Limited Amount of Time

Underline Key Ideas or Write Notes during Your Actual Reading

Recite What You Have Just Read to Yourself; Know What You Have Read

Take Notes during Class, Be an Active Listener

Only Write Down Key Points, Leave Space to Add More Later

Memorizing

After Class Quickly Review Your Notes, Add Notes to Explain What

You Wrote, Highlight Important Facts, Recite Your Notes to

Yourself, Teach the Material to Someone, Apply What You

Learned As Soon As Possible (if possible),

Test Taking Skills

Studying For Exams

Taking Essay Exams, Taking Multiple Choice Tests

Dollars & Sense (Career Learning Center, CONT.)

Personal Money Management & Financial Planning Skills

Planning Your Personal Finances

Your Personal Finance Plan, Basic Economic Principles

Personal Career Strategies, Money Management Strategies

Planning Your Tax Strategy

Managing Your Personal Finances

Banking Services of Financial Institutions, Introduction to

Consumer Credit, Choosing Sources of Consumer Credit

Credit Problems

Making Your Purchasing Decision

Legal Aspects of Protecting Your Wealth, Consumer Purchasing

Strategies, Costs of Transportation/Operating a Vehicle

Costs of Transportation/Buying or Leasing a Vehicle, the Finances
of Housing

Insuring Your Resources

Personal Risk and Insurance, Home and Auto Insurance

Health /Disability Insurance, Life Insurance

Investing Your Resources

Fundamentals of Investing, Investing in Stocks

Investing in Bonds, Investing in Mutual Funds

Controlling Your Financial Future

Retirement Planning, Deception in the Marketplace/Business &
Investment Fraud, Deception in the Marketplace/Consumer Fraud
Your Commitment to Your Financial Plan

Career Exploration

(Career Learning Center, CONT.)

Career Success

What is Your Passion?

Your Skills/What You Must Know for Success

What You Know? Who You Know?

Building Your Resume

Life Experiences That Help

Career Aptitudes

Choices Test Results

Internet Job Searching

Job Shadow Experience

Choose From a List or Select Your Own Location

The Successful Interview and How to Get There

Poise, Attitude, Cleanliness, Eye Contact, How to Dress, What to Say

Applications

Create a Cheat Sheet

Work Etiquette

How to Act on the Job/Winning Ways

Customer Service

Team Situations, How to Treat the Customer

Healthy Lifestyles

(Career Learning Center, CONT.)

Shelter/Housing- What Are My Needs? Where Will I Live? How Much Will it
Cost? -Resources Available

Nutrition - Healthy Eating for Life

Obesity, Eating Disorders, Body Mass Index, Fitness

Components of a Healthy Exercise Program

How much is enough? What Type of Exercise Program Can Work
for Me? Heart Rate Charting.

Family

The Costs of Having Children, Responsible Relationships

What Are Quirky alones?

Laws, Taboos, & Mores

Ten + Rules to Live By

Drug Awareness

Tobacco/Where to Get Help? Alcohol/Where to Get Help?

Drug Abuse/Where to Get Help?

Community Service Exploration

What Can I do to make a Difference?

(Discovering what others have done) These sessions have been developed as
PowerPoint presentations and are accessible to all WIA staff and alternative
schools across the State of South Dakota. Technology is used in each session
which may include accessing software specific to the session and/or researching
the subject area on the internet. A community representative with expertise in
the topic area provides her/his insight during some of the sessions.

Clark High School

The students begin in their freshman year on the digital portfolio. They complete all areas possible. Their digital portfolio is then saved on a re-writable CD that can be changed and used each of the following years. I will touch base with them a couple times during English time in each of the following years so that we can change and update their portfolios. By the time they are seniors, they will have a CD with a completed digital portfolios on it to take with them as a tool for later on. They are graded using a rubric on completeness and neatness.

Deuel School District

The Advisory/Advisee program was established as a key element of our districts participation in the "High School That Work" school improvement grant. Goals: The advisor/Advisee program is designed to assist incoming freshman with the challenges faced when making the transition for middle school to high school. The program emphasizes student achievement, a consistent review of graduation requirements, and to establish a rapport with an advisor. Each freshman student is randomly assigned an advisor (staff member). Each advisor is to meet with assigned student at least one each nine weeks. During these meetings the advisor will follow a checklist to ensure that each student is on track. Students are also encouraged to ask questions during these quarterly meetings. Each student will remain with their assigned advisor through their senior year until graduation.

Warner School District

To educate parents and students on required and elective courses offered, to educate parents and students on the need for career and college planning for a successful post-secondary transition, and to register students for 9th Grade. We conducted a 9th Grade orientation for both parents and students this year. In the past, it was done individually, but this one was conducted as a large group and it was very successful. Info. on courses, requirements, recommended electives, and career and college planning was provided. Approx. 20 students and their parents attended. PROJECT TIMEFRAME: This event took 1 ½ hours in one evening. Prior to this evening, 8th Grade students were asked in Careers class to create a 4 year plan. This was necessary for a successful Orientation Night, because students were already familiar with requirements and courses and could answer their parent's questions. MATERIALS AND RESOURCES: High school principal organized a PowerPoint demonstration, and the School Counselor brought print materials that parents/students could look at prior to registering for classes. INSTRUCTIONAL ACTIVITIES: Activities include the PowerPoint and question/answer time during the evening, and prior work on a 4 year plan for each student. ASSESSMENT: No actual assessment given. Anecdotal information was gathered, and most parents reported satisfaction with the information and the presentation. Many parents had previously registered individually, and thought this forum was far better.

Winner High School

Every student will design a digital portfolio of best work samples to use for career planning in high school and be able to take with them as they graduate from Winner High School. Every student will design a digital portfolio that includes best work samples of projects from all curriculum areas, four year high school plan, results of interest surveys/career assessments, and a record of all activities/service learning participated in. **PROJECT TIMEFRAME:** Begin as freshmen in Employability Class and continue to update as they progress through high school. **MATERIALS AND RESOURCES:** South Dakota Digital Portfolio, South Dakota Tech Prep. **INSTRUCTIONAL ACTIVITIES:**

- Scavenger Hunt as introduction activity.
- Each student personalize their digital portfolio (images/color/font/personal information)
- Hyperlink several assignments and class projects during semester.
- Document job shadowing experience in portfolio.

ASSESSMENT: Rubric at the end of the Employability Class to make sure everything is included. **ADDITIONAL COMMENTS:** Great tool for students and teachers to store and view projects.

Mitchell High School

GOAL(S):

1. Students will assess their skills and interests
2. Students will assess their past academic performances
3. Students will develop a 4 yr plan to prepare themselves for “after HS.”

Students are given a variety of paper/pencil and web-based assessments- from skills in math, reading, etc to interest inventories and a “What’s Important to Me” assessment. Students then rank their past academic performance and evaluate what worked/what didn’t work and why. Such factors as attendance, willingness to do homework, meeting deadlines, willingness to seek assistance, academic strength and general interest are used to evaluate their performance – past and projected. Students investigate the school offered classes and compare what is needed for technical schools, universities, training programs, and work programs. Students then develop an academic plan based on these many factors. They must justify their plan of study. Parents and another teacher are asked to comment on their academic plan. These plans are copied and the counseling office and student each keep a copy. While the plans are not written in stone, they serve as an itinerary for their high school experience. **PROJECT**

TIMEFRAME: Ten 10 class periods – all or part of block classes.

MATERIALS AND RESOURCES:

1. Succeeding the World of Work – 5th Edition Career Planning Profile
2. Bridges – Making the Transitions from School to Work, 1993
3. Preparation for Career Success

INSTRUCTIONAL ACTIVITIES: Teacher will –

1. provide examples of academic plans and justifications
2. review classes and needed prerequisites

3. demonstrate web-site locations and navigation
ASSESSMENT:

1. The complete 4 year plan
2. Justification
3. Parent Sign-off

Hot Springs High School

GOAL: Integration of career portfolios with student mentoring program implementation. High school career portfolios are kept through grades 9-12. Various instructional activities are designed to supply students with meaningful material for their portfolios. Integration with the student mentoring program the mentor and student working together in reviewing and critiquing the student's portfolio. PROJECT TIMEFRAME: One school year

MATERIALS AND RESOURCES: HS Career Portfolios, Career Clusters/Pathways, Test Date Results for Dakota STEP, ACT Career Assessment, HSHS Student Handbook, SD Labor Market Career Ways and other publications, DACAC "Educ. Opportunities in SD"

INSTRUCTIONAL ACTIVITIES: High School Education Planning based on career clusters, Post high school planning, Individual Career Development and Planning, Personal Career Portfolio Development

ASSESSMENT: Review and critique portfolio with mentors and Assessment questionnaire completed by students. ADDITIONAL COMMENTS: HSHS is entering its second year of a high school wide mentoring program; staff is assigned small groups of students which meet once a month. They determine what to present to their group in prior planning meetings. Activities they facilitate range from Anti-Bullying issues to registration and course selection. Currently, mentoring takes place once a month. All high school students are on career portfolios and are assisted by their mentor (teacher) and exposed to career planning and development in addition to character education. The present mentoring program is a vehicle which lends itself well to career guidance activities with flexibility to incorporate standards.

Spearfish School District

GOAL: To have all 9th graders start a digital portfolio during their freshman year. In Computer Applications class, all 9th graders will start a digital portfolio and save information to their career planning folder on our district's computer network. PROJECT TIMEFRAME: The creation of the digital portfolio will take place in the student's 9th grade year and information will be added throughout their 4 years until they graduate. MATERIALS AND RESOURCES: South Dakota CAP results, Handouts and the computer lab will be necessary to complete this assignment. INSTRUCTIONAL ACTIVITIES: The guidance counselors will be available to explain results of student's SDCAP and Handouts will be given to students on how to create their initial digital portfolio. Students will then be given time to create their digital portfolio during

class. **ASSESSMENT:** Because it is an assignment in Computer Applications class, a rubric will be used to assess the initial creation of the digital portfolio. Our school has a common grading criteria based on percentage.

Harrisburg High School

GOAL: To provide useful academic, career, and scholarship information to students and parents to help in class registration. During the school year, the high school counselor updates the Career Pathway Registration Packet. This 30-page packet contains information covering the Career Pathways and how it relates to school source work and careers, admission requirements for universities and technical institutions, high school graduation requirements; 4-Year Plans for students to utilize, scholarship course requirements, etc. and the actual Career Pathway Registration Forms, etc. --The Career Pathway Registration Book is distributed to all students in grades 8 – 11. The school counselor and high school principal will spend approximately 45 minutes going through information from this packet for each of grades 8 – 11. At this time, many questions are asked by the students to help them in the registration process. The students are given one week to return their registration sheet. --The 8th grade parents are invited to a night presentation about their student's registration shortly after the Registration Packets are distributed. Again, many questions are answered by the counselor and high school principal. **PROJECT TIMEFRAME:** Early March – students in grades 8 – 11 are introduced to Career Pathway Packet, one hour each. Students are given one week to return their filled-out class registration sheets. Middle March -- Parents of 8th graders meet during an evening session to be introduced to information in the Career Pathway Packet and have Q & A. End of March -- Students in grades 8 – 11 input on a computer in our computer lab, the classes they have registered for from the registration sheet they have previously handed in. **ASSESSMENT:** Assesses via feedback from the students and the parents, both of which have been very positive.

End of Standard 3

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✦ Ideas and Strategies to Achieve Measure 4

Post-Program Placement in, Retention in, and Completion of Secondary or Postsecondary Education or Advanced Training, Placement in Military, or Placement or Retention in Employment

Strategies for Administrators

- Incorporate the results of student standardized assessments into curriculum: SAT 10, ACT, Dakota Step, the writing assessment, and the SD Career Aptitude and Interest Assessment.
- Provide career and technical industry certification opportunities for students, giving them a head start on postsecondary education.
- Include career cluster registration into the student handbook, as well as postsecondary options - technical institute, university, military, apprenticeships, or employment.
- Offer career academies as a part of your program offerings, providing students with a focused pathway in a specific career area.

✦ Ideas and Strategies to Achieve Measure 4

Post-Program Placement in, Retention in, and Completion of Secondary or Postsecondary Education or Advanced Training, Placement in Military, or Placement or Retention in Employment

Strategies for Guidance Personnel

- *Provide current information and updates to all students and their parents on graduation requirements and entrance requirements for postsecondary education.*
- *Develop linkages with employers to ensure all learners have equal access to work-based learning experiences and employment.*
- *Develop articulation agreements with postsecondary technical institutes.*

- *Assist learners to obtain resource materials on career opportunities in the community and surrounding region.*
- *Provide career development services to help learners identify, plan, and prepare for career options.*
- *Assist students in developing an individualized career plan (ICP). In South Dakota the model that is suggested is the Career and Life Planning Portfolio and accompanying Resource Guide.*
- *Provide career education materials. The Office of Career and Technical Education provides the American Careers resource free of charge to students in Tech Prep schools*
- *Coordinate transition activities for all students. This includes assisting with the application process, transcripts, and scholarships.*
- *Provide employers with information on nontraditional employment, including opportunities and barriers.*
- *Offer short-term seminars on topics such as appropriate workplace behavior, workplace success skills, interviewing, etc. Issue special invitations with incentives to students for attending.*
- *Provide a comprehensive system of guidance and counseling, incorporating the SD Guidance and Counseling Framework.*
- *Arrange for student visits to universities and postsecondary technical institutes.*
- *Incorporate student results from standardized assessments into their individual career plan.*
- *Assist students in obtaining postsecondary scholarships.*
- *Coordinate student attendance at College Days programs held each October.*

✦ Ideas and Strategies to Achieve Measure 4

Post-Program Placement in, Retention in, and Completion of Secondary or Postsecondary Education or Advanced Training, Placement in Military, or Placement or Retention in Employment

Strategies for Professional Development

- Conduct informal workshops at business, community, or school locations.
- Organize workshops for parents, providing them with information on workplace trends and post-secondary education opportunities.
- Provide training to employers and community representatives on mentoring skills, etc.
- Train placement staff on overcoming barriers to entry into nontraditional employment.
- Provide information to staff on labor market needs and trends.
- Arrange for joint planning sessions between secondary and post-secondary staff.

➞ Best Practices for Measure 4

Clark School Dist.-Curriculum

This is a project based learning packet called Budgeting. It is available for review or use at www.state.sd.us/deca/DWCP/FACSresources. Its goal is to help a student understand how much money they need to survive independently in today's world. Everything you need to do this project is found on the website and it's an awesome way to teach budgeting to high school kids.

Deuel School Dist.-Career Guidance

Students are grouped into teams of 5 or 6, and they will be working together for three entire days. We block off time for career research, to find info on one career, using computer access, and using books, they put together a rough draft of information. The teams are then assigned to put together a PowerPoint presentation to be given to the rest of the Middle School. While some members are typing others are finding pictures and developing a poster to be displayed for

Parent/Teacher Conferences. They then also practice writing up note cards preparing for giving the presentation. And then they actually give the presentation on that career.

Iroquois School Dist.-Career Guidance

Students interview teachers to find out where they grew up and what schools they went to. They are asked about other jobs or careers they may have had and other questions about family and interests. This information is then used to make a poster to display at our Student Extravaganza and Business Fair.

Warner School Dist.-Curriculum

We have adopted the “Make It Real” Curriculum to include a lesson on essential services and zoning, and how zoning plays into where businesses can locate within communities. Students search for pictures to represent essential services needed by communities and then, as a group, decide the location for each picture on a large community map. One student acts as zoning director, and vetoes any placement in violation of current zoning rules. We incorporated housing as well, with each student having pictures of houses to be placed on the map. This was our 1st year.

Hot Springs School Dist.-Business/Community Partnerships, Applied Academics

The Accounting Class visits several accounting firms in Rapid City to relate school academics and career involvement and Choices. Students are given the opportunity to speak with various levels of employment. Our Adv. Career Class spent weeks touring over thirty businesses. Students gained valuable info. about each business, history, services or goods, employment, policies, etc. The businesses in turn were cooperative and appreciated the exposure. Several students got summer jobs as a result and many students left positive impressions for future contacts.

Mitchell School Dist.-Curriculum

Several projects are incorporated into the curriculum that focuses on career exploration. The English instructor has students complete a unit on a local small business. The Sociology and Math instructors have students explore careers as part of a family budget project for their courses.

Wessington Springs-Career Guidance

We have an activity where students read and discuss information on work and success. Small groups then create a poster that lists the qualities necessary for success in the world of work. As a final reflection on work and success, students write a letter to an underclassman explaining what they feel it takes to be successful.

Canton School Dist.-Career Guidance, Integrated Projects The Counselor and English II teacher collaborated on a Career Research Project. The counselor makes a presentation on why career exploration is important and how to go about researching careers. Resources used are Career Ways, Choices,

Chronicle, and OOH. The English teacher provides the instruction on how to correctly write the paper using source cards, note cards and outlines. The students research two careers using a minimum of five sources. They must cover the following topics - tasks performed, working conditions, future job outlook, location of these jobs, salaries, education needed, and cost of that education. After their research paper, they fill out a questionnaire which is put in their career file for future use.

Hurley School Dist.-Career Guidance and Work-Based Learning

Part of our master curriculum includes these classes: Peer Tutor, Student Assistant, or Technical Assistant. Students spend time working for or with teachers as assistants. Students are placed in elementary classrooms, school day care, and work with elementary students. Students also assist the tech coordinator with working on computers, fixing computers and computer programs.

McCook Central School Dist.-Curriculum, Work-Based Learning, And Business/Community Partnerships

We have added classes such as AP, History, English, Personal Finance, ExplorNet and all of our DDN classes that are taken. We have also required our students to have two hours of community service before they graduate. We also had our Computer Applications class use Microsoft Publisher to help the parents with the yearbook. We have 14 students that participated in our School-To-Work Program for one semester (1 hr. & 40 mins. per day)

This has been a very good program for our school, our students and our community.

We have a partnership with First Dakota Bank and our Accounting II Class training our students and employing them in the summer. This same institution helped eight of our senior students develop a student-run business. This business was set-up to sell clothing apparel of school attire. It was strictly student ran with supervision and guidance from the bank. We also have a partnership with Feterl Mfg. in Salem.

Newell School District What will your life be like in ten years when you return to your ten-year class reunion? When you look ahead, how do you see your life? We will be fast-forwarding the clock, examining your lives and checking to see if you have what it takes to be "out on your own". From goals to budgeting to realistic reality checks, we will take a look at what you want from life, and shape it into what you get from life.

Rapid City Academy This is a culminating project for the career education that goes on in all the classrooms – all subject areas. The goal is to bring it all together in the Real Life Fair where the students get to practice the skills they have learned. At the Ninth Grade Academy we present a cooperative learning project called The Real Life Fair. This project includes teaching across the curriculum involving career guidance, how to live on your own, and what it takes

to survive in the real world. The project is in association with the Stepping Stones Program, local community members, and our teaching staff. It has proven to be an outstanding learning experience for our students. Last year we added a Speaker Day to feature several career areas. This year we expanded it. Students were able to choose two areas from eight presentations. We plan to continue to develop our Speaker Day. This year we were again assisted by our Character Counts partner, McKie Ford, who not only sent over two new cars for our “car lot” but also sent two representatives to work our lot as “sales reps” teaching our students what it takes to buy and maintain new or used cars. Our Real Life Fair just keeps getting better!

Stevens High School Students are matched with a mentor from the business community. They have one, short face-to-face meeting at the mentor’s workplace. This gives them an opportunity to become acquainted, see the business workplace, and also, students and mentors tend to be more invested once they have met. The remainder of the contact is via email. On alternate weeks students all send a class question, such as “How important is teamwork to the success of your business?” They will each add a question of their own that pertains to the same topic. Mentors are asked to respond within a week. At that time, students are in charge of a class discussion where they share their responses and look for similarities and differences among the various business sectors. **PROJECT TIMEFRAME:** Approximately eight weeks from the initial introduction to the last class discussion. This could easily be extended to a longer, more in-depth project. **MATERIALS NEEDED:** Access to the Internet and State email accounts. **INSTRUCTIONAL ACTIVITIES:** Orientation to State email, online Email Scavenger Hunt to learn netiquette and the basics of effective, professional email. **ASSESSMENT:** Based on ability to follow directions, effort, consistency, and follow through. Students have consistently rated this project as one of their favorites throughout the entire year.

Deuel School Dist.-Career Guidance, Business/Community Partnerships Juniors and Seniors have the option of completing the mentorship program for credit during the school year. Students spend at least one hour a day, four days a week at a cooperating business. During this time students learn the ins and outs of a career. A business/school agreement is established and students must follow a set of guidelines during this time. Students are to keep a running journal and complete semester questions. Businesses provide feedback through written evaluations. The program is a great thing for both the kids and the community businesses.

Brookings High School

The Rotary Club of Brookings puts this on for juniors every year. They line up 20-25 speakers in various occupational and career areas. We bus the students to a local church that has 25 individual classrooms plus a large group space. The students first start in the large group space and are introduced to each speaker and is reminded of the day’s event and their responsibilities. They get to go to 4

different speakers that have a 20 minute presentation with five minutes in between each session. We survey the students about their speakers to improve upon the day each year. **PROJECT TIMEFRAME:** Planning time is two month to line up 20-25 speakers. One morning of activities. **ASSESSMENT** via a survey to the juniors and presenters.

Castlewood High School

1. To introduce students to scholarships and the different type of forms
2. To Encourage all students to try for scholarships
3. To introduce tips for students when completing scholarships

Copy about five different scholarships. Make sure to have a variety of different ones. Divide the students into groups. Each group will get a scholarship and a worksheet. Students must answer the questions on the worksheet. On the back of the worksheet have each group write at least five tips to writing scholarships. Then each group will present to the class how they answered their questions. Then each group will present their tips. After groups have presented tips, add to the lists they came up with. Also hand out a Scholarship Tips handout. If time permits have each student begin to fill out a simple scholarship application. Collect them and have a committee select a recipient and have them explain why they chose that person. **PROJECT TIMEFRAME:** 45 minute class period

Conde High School

We worked with another school to participate in the HOTT Futures Program. A Physicians Assistant from the Community Memorial Hospital & Clinic Campus presented two health-related lessons during two separate class periods. The first session consisted of a "mock car accident." The eighth grade students were placed in seven different hospital departments which represented twenty-one different health careers. The students learned about the duties performed, education required, salaries in South Dakota, and props used in that career. The different areas were labeled as to the name of their careers in the hospital such as medical laboratory assistant, x-ray technician, etc. The students opened their bag of tools used with that position and described what each instrument might be used for in that career field.

The second lesson was called "Typhoid Mary" which emphasized the spread of epidemic diseases. The students were given a vial filled with a liquid and told to transfer some of their fluid with three different people. As they transferred liquid each time, they kept track of who they did it with. The last step was to determine who the carrier was. They did this by putting another dropper of liquid into each of the students' vials. If it turned color, they were contaminated with the disease. The students then traced the disease back to the original source. It showed the students how diseases can quickly be transmitted from one person to another. Took two, 50 minute class periods

DeSmet High School

Our school took advantage of the HOTT Future Program and materials offered through Tech Prep. Our hospital provider helped by furnishing two employees to present the program to our grade eight students during two periods on two consecutive days. We plan to do this again in future years. Also the same two people presented the program in the Arlington and Lake Preston High Schools

Doland/Redfield Schools Health Opportunities for Today and tomorrow (HOTT) is a program designed for students to explore the vast number of careers in healthcare. We were fortunate enough to have a local registered nurse from the Doland/Redfield Clinics come to our 8th grade careers classroom to present this material on healthcare careers. Eighth-graders from the Conde School joined us. The first lesson plan included handing each of the students a zippered pouch with contents inside. Each student was asked to open their pouch (one at a time) and show the contents of their pouch. The nurse then asked the students what the contents were and what health care occupation would use the particular contents. At this time, the students were able to ask any questions they had about the different careers in the healthcare field. The second day lesson plan included test tubes which were given to each student. Each of the test tubes was filled with a solution. The object was for the student to test their solution for the AIDS virus. If it was determined that the student's solution tested positive for AIDS, they had to determine the origination of the disease. This curriculum gave the students great insight into the health care field.

Faulkton High School

As an assessment tool, I ask business professionals in my community to come into the school and put my students through a mock interview exercise. The industry specialists conduct the interview as if they were hiring someone in their business. Students are in competition with each other, as not everyone is selected for hiring. Students must react in a competitive environment; meet professional standards, and hiring expectations of business professionals. Students are required to compose thank you letters after the interview. They are informed of the panel's decision through a formal business letter sent to their home. PROJECT TIMEFRAME: One morning is scheduled for interviews. Each student's interview time frame is 15 minutes.

Florence School

Given guidelines by the instructor the student will choose a career that interests them and research it. Items to look at are characteristics, future outlook, wages, etc. After gathering information students will write a paper and tell if they are interested in this career and why or why not. PROJECT TIMEFRAME DURATION: 10 Days INSTRUCTIONAL ACTIVITIES: Explain to students what is expected and give them a copy of grading rubrics. Go through writing process, this can be done ahead of time. ASSESSMENT: Rubrics will be used which would include use of time, proper research process, grammar, etc.

Gettysburg High School

Students receive the brochure “Surf the Web – A guide to internet sites to help Middle School Students plan their future” and page 22 of the book “Beyond the SD CAP: An Implementation Guide” = which has a list of career-related websites. PROJECT TIMEFRAME: One 50 minute class period.

MATERIALS AND RESOURCES: 1. Brochure: “Surf the Web: A Guide to Internet sites to help Middle School Students Plan Their Future.” (Education Assistance Corporation – 1-800-874-9033). 2. “Beyond the SD CAP: An Implementation Guide”, page 22 (list of career-related websites). Worksheet: Critique of Website(s) INSTRUCTIONAL ACTIVITIES: Give each student the brochure and page. Briefly review the web sites. Students spend time using on the web site(s) and completing the worksheet.

Grant Deuel

Two students worked with Norma Misterek, our school nurse and the nurse for the Revillo Clinic, and I, on this so they could use it as their FCCLA project.

We invited Natalie Gauer who is the Administrator for the Milbank Clinic to tell students about her career and other opportunities in Health administration.

Norma Misterek, RN and Sue Weldner, LPN from the Milbank Clinic, worked together . Kelly Wittnebel, Physical Therapist Assistant and a certified athletic trainer, gave an excellent presentation, with student involvement in her area of expertise. All 3 grades saw all presentations. PROJECT TIMEFRAME

DURATION: 1:30 TO 3:15 hours MATERIALS AND RESOURCES: Many resources were available on the website including coloring pages and other things that the students also gave to elementary classes. MATERIALS AND RESOURCES: Many resources were available on the website including coloring pages and other things that the students also gave to elementary classes. INSTRUCTIONAL ACTIVITIES: All of the presenters involved the students in their presentations in some way. ASSESSMENT: Students wrote very positive evaluations of the sessions and felt they learned a lot about these health careers.

Hamlin School District

As part of the sophomore speech class, the students were interviewed by a person from the community in a mock job interview. Prior to the interview, a representative from the South Dakota Career Center came in to talk to the student about job interviews. The teacher and I talked with the students about soft skills such as appropriate greetings, posture, making eye contact, appropriate dress, etc. We also helped them to anticipate the questions they may be asked and think about the answers they would give. These questions were general in nature, questions that would probably be asked in any job interview. Students were given the opportunity to practice with one another to become more comfortable with the process. On the day of the interviews,

tables were set up in the multi purpose room with one interviewer at each table. Students were assigned an interviewer who most closely matched their career interests. Each interview lasted approximately 15-20 minutes. Each interviewer was given a list of questions to ask the student (all questions were the same). After the interview was completed, the interviewer ranked the student using a letter grade which was averaged to determine the grade for the project. On this form, the interviewer stated whether they would have hired the student or not stating the reasons for their decision. **PROJECT TIMEFRAME DURATION:** Arranging for interviewers was probably the most time consuming, however, there were only a few of the people I contacted who were unable to assist with the interviews. Class time to prepare the students was 3-50 minute class periods including the presentation by the career center personnel. **MATERIALS AND RESOURCES:** Interviewing materials for the students to read and review prior to the interview. Most discussion during class was taken from the materials provided by the South Dakota Career Center. **INSTRUCTIONAL ACTIVITIES:** Class time was spent reviewing soft skills, anticipating the questions that would be asked and practicing interviewing with one another. **ASSESSMENT:** Assessment was based on the interviewer's assessment of the student during the interview – The interviewer gave the student a letter grade on a variety of interviewing points. This was averaged to determine the student's grade for this project. **ADDITIONAL COMMENTS:** After the completion of this project and in preparation for next year, the teacher and I talked about having the student complete a job application prior to the interview to provide a more realistic picture of the interview process.

Henry High School

For the juniors, Mr. Mohr goes over a one-week lesson covering career options. This includes helping juniors find their strength and weaknesses and find which career best suits their aptitude. Discussion also includes work values, monthly budgets, and job outlook. We also cover education needed and discuss networking. For seniors, Mr. Green has the students work on job skills, interviewing, resume, writing, job shadowing, and other areas that will help the students obtain employment after graduation, college, or vocational school. **PROJECT TIMEFRAME DURATION:** This is mostly covered in 1-2 weeks, but is touched on throughout the year. **ASSESSMENT:** Students are put into real life experiences such as being interviewed.

Iroquois School District

HOTT is a program provided by our TECH PREP consortiums. It partners our local health care providers with our classroom teachers to present information and activities on 21 different health careers. It is a fun and interesting way to get the class involved with hands on activities. These activities teach the students that there are many levels of education and job skills required in the health care field. They also learn how diseases can spread and the deductive reasoning involved with determining the source of an outbreak. **PROJECT TIMEFRAME**

DURATION: Program allows flexibility, you could use two 30 minute classes or you could do it all in an hour block type situation. **MATERIALS AND RESOURCES:** The consortium provides all materials needed for the class. The consortium along with the health care partner, classroom teacher and School To Work facilitator provides extensive information and resources. **INSTRUCTIONAL ACTIVITIES:** A mock emergency situation is presented. (A car accident involving a teenager and alcohol) Where as the students are introduced to each area of medical care that the injured person receives, from first responder to release from the hospital. In this activity the students discover a prop from each department and then discussion follows. The 2nd part of the program implements the Typhoid Mary scenario. An obvious follow up with this program would be implementing the American Careers/Movin' On magazine to the class.

Pollock School

I use the REAL game through out the year. Students begin the game and do initial job choice in first nine weeks. They then hold this job through 2nd quarter and part of third. Each week they earn their salary and meet expenses. They save money towards their vacations which they take at mid year. Use spreadsheet skills to keep track of budgets. In third quarter some lose jobs and do job search, write resume. 4th quarter all lose jobs and must find one that fits their interests not necessarily one from game. We do Red Hot Jobs to fine interest areas and then find a new job and what education is needed. We relate this information to class registration for High School. **PROJECT TIMEFRAME:** Off and on all year. **MATERIALS AND RESOURCES:** REAL Game. Red Hot Jobs, Internet **INSTRUCTIONAL ACTIVITIES:** Technology skills-Spreadsheet, Digital images, Desktop publishing, Internet research skills, Career-Exploration of different jobs and education needed, Career cluster. **ASSESSMENT:** Rubric for different activities designed for each section of game and research.

Waubay High School

Students do training with instructors to learn employability skills. Then these skills are used when students are placed out in the community on jobs. Students are evaluated by the employer. **PROJECT TIMEFRAME:** Throughout the school year. **MATERIALS AND RESOURCES:** Instructor, job sites, evaluations, computers, tools, shop activities. **INSTRUCTIONAL ACTIVITIES:** Classroom discussions and activities, computer activities, and on the job activities. **ASSESSMENT:** Evaluations from employer and instructors **ADDITIONAL COMMENTS:** Excellent program for students, especially those who are preparing to work after graduation.

Waverly High School

The instructor has students review the careers they are interested in and write a report on all aspects of the job. (pay/education/requirements/job availability/etc.) Each student then prepares cover letters, resumes and other forms commensurate with the career. Each teen goes through a mock interview arranged by the instructor. The student then contacts the job site and arranges

for a time to job shadow. After completing the shadowing the students writes a thank you letter to the employer and prepares a summary of the whole experience. PROJECT TIMEFRAME DURATION: Six Weeks
MATERIALS AND RESOURCES: Textbook/videos/mock situation
INSTRUCTIONAL ACTIVITIES: Learning and preparing cover letters, resumes, job interviews, letter writing, and report writing. ASSESSMENT: Pencil/paper test and finished products

Webster High School

Understanding By Design = Lesson Design Template

Lesson Plan Title: The Job Market – What are my options?

Topic: Job availability & factors of consideration

Lesson Summary:

According the most recent figures compiled by the US government (www.census.gov), there has been a movement of population out of the state of South Dakota. Over a period of 5 years (1994-1999), 10,000+ people left for jobs in another state. Many factors play a part in making this decision. Comparing salaries and adjusting for the rate of inflation could provide a clearer picture behind this migration.

Enduring Understandings:

1. Side by side city comparisons displaying economic factors such as cost of living, taxes, home cost, insurance costs and quality of life factors such as population, crime, weather and education can facilitate good decision-making.
2. Using the cost of living tool, an analysis can be made of the financial impact of relocating.
3. Calculating the cost of goods locally using the Consumer Price Index (CPI) will give another view of affordability in a specific area.

Essential Questions:

1. What is the average family income in the state of South Dakota?
2. What is real income?
3. How does the changing/shifting population within the state impact my career decision?
4. What do I need to know about the CPI?

Assessment(s): (What evidence will show that students understand)

Performance Tasks, Projects:

- Students will choose a career and search the web for current salaries in South Dakota
- Students will choose a state they would relocate to and make a salary comparison.
- Once this information is gathered, the information will be placed on a Word document.
- A city-by-city comparison will be made using this data. (www.moving.com)

- Quizzes, Tests, Academic Prompts: (Webster CONT.)
- Economics Quiz – “*The Economic Way of Thinking*”
- Quiz – Calculating Prices from 1993 – 2003 using the CPI formula.
- Using an inflation calculator (www.stats.bls.gov/cpi/home#data), students will measure real income based on their geographic location.
- Take the Business Etiquette Quiz – “Are your manners holding you back?”

Informal observations/discussions/interviews:

- Begin with a discussion on the “*Guide to Economic Reasoning*”
- Discuss the importance of ‘opportunity cost’ and how that would weigh in our decisions.
- Interview people in your town who perform the job you are interested in and compile the data for a round table discussion with the class.
- Discuss the importance of people skills in obtaining a job no matter the location.

Student Self-Assessment:

- Students will create a Word document listing the pros and cons of their intensive statewide job search and the basis of their decision to work in their chosen location. (Regardless of whether they remain in SD or not.)
- Construct an Excel spreadsheet by which they can calculate and compare their choices and provide adequate disclosure to others so all students can benefit from their research.

Planning and Learning Experiences: (Given the targeted understandings, other unit goals, and the assessment evidenced identified, what knowledge and skills are needed?)

Students will need to know:

1. What the CPI is.
2. How to surf the WWW.
3. Define Opportunity cost and Real Income.
4. How to analyze the data they gather.

Students will need to be able to:

1. Calculate comparisons using the CPI in their area.
2. Use Excel to create a spreadsheet.
3. Use Word to list pros/cons
4. Critically think and make a sound career decision based on hard data.

Learning Experiences: (What teaching and learning experiences will equip students to demonstrate the targeted understandings?)

1. Creating a list of prices, calculate using the CPI and analyzing that with the current inflation rate. (www.minneapolisfed.org/research/data/us/catc)
2. Instructions on setting up a spreadsheet and brainstorming information to be displayed before starting.
3. Instructions on creating a Word document and what is relevant information to the reader.
4. Indicate determinants in choices that you made and why they would have an effect on your decision.
5. Creating a bulleting board for the classroom that would show others how to make good career decisions.

6. Quiz

(Webster CONT.)

Technology Integration:

Emailing instructor with questions and receiving assignments or input.

Using the WWW to locate information statewide and access sites provided by the instructor and given within this lesson plan.

Setting up an Excel spreadsheet and a Word document.

Accessing their grade through the school website (www.webstersd.org),

PowerGrade link.

Materials:

1. Access to Computer lab and MS Excel and Word programs.
2. Hard copy of all data collected.
3. Folder with all data compiled for analysis and for submission for grade.
4. Worksheet showing comparisons, formulas and current CPI data.

Modifications for Special Learners:

Availability to computers will be provided in the resource room with all programs necessary to perform the lesson.

Handouts of information printed from the web to take home and complete.

Student will be given extra time with aide to do research.

Assistance with career choices based on abilities with the school counselor.

Wilmot High School

Students were instructed to pick their dream job, within reason. They then took the Interest Profiler and Basic Skills Survey on Choices, helped to identify strengths and weaknesses to head the right direction. They then researched interview questions, answer them in writing, and prepared for an interview.

Faculty conducted the interviews as realistic as possible. They rated if they were hired or not and why. Students also prepare Portfolios and collect information for future use. The student's grade is based on half of their written answers and half on their oral answers. The interviewer's also rate whether the student will receive the job without, get a 2nd interview, or not even be considered for the job.

Woonsocket High School

The World of Work philosophy is one part of educational reform and is systemic in nature. The active involvement of the workplace in becoming a learning environment will challenge students of higher academic skills and skill standards and will help them to better identify careers of interest to them. It is because of the World of Work goals that the Youth Work Experience Program was begun at Woonsocket High School. The purpose of this program is to give Junior and Senior students an opportunity to expand their experience in the career cluster of their choice. The student is to receive a variety of experiences while working at the training site. The student will work up to the agreed number of hours to receive two (2) credits.

Successful students will:

- o Research careers of interest and become aware of the necessary skills to pursue those careers.

- Apply and interview for various jobs. Obtaining a comfort level within the interview process.
- Develop communication skills which will serve as valuable tools throughout the working careers.
- Develop an understanding of different styles of management.
- Develop an understanding of how a positive attitude will help reach their potential.
- Discover the importance of working well with others.
- Find out how to develop a reputation for dependability and reliability.
- Learn to develop the habit of goal setting and planning for their future.
- Learn how to develop systems, relationships and contacts that will help, them on the job
- Learn how to appropriately respond to prejudice and discrimination.

PROJECT TIMEFRAME: Classroom Activities: 6-8 weeks

Career Experience: 12-30 weeks.

INSTRUCTIONAL ACTIVITIES:

-Workplace videos, guest speakers, mock interviews, computer based interest inventories and completion of applications as well as other appropriate materials.

-On site work experience

ASSESSMENT:

- Successful completion of all assigned course work.
- Completing all necessary liability and student work forms.
- Interviewing and being accepted at the arranged business site.
- Turning in completed and signed time sheets weekly.
- Keeping a neat and complete journal of weekly work activity.
- Evaluation by the work site which will encompass 80% of the students success.

Bonesteel-Fairfax Schools

We have worked with the Burke Hospital to implement the HOTT program in the 8th Grade. The 9th grade has been job shadowing at various businesses in Bonesteel and Fairfax, included are the Cenex station, The Beauty Shop, The Bonesteel Medical Clinic, and the US Air Force Reserve. The 9th grade is job shadowing in the Bonesteel-Fairfax communities and the 8th grade went on a field trip to Southeast Technical Institute and the Air Guard base in Sioux Falls. Bonesteel-Fairfax student in grades 8-11 registered for classes by using a registration book and registering online. The book was sent home to the parents for them to sign and return the registration page to the school.

Winner High School

Every student will design a digital portfolio of best work samples to use for career planning in high school and be able to take with them as they graduate from Winner High School. Every student will design a digital portfolio that includes best work samples of projects from all curriculum areas, four year high school plan, results of interest surveys/career assessments, and a record of all activities/service learning participated in. PROJECT TIMEFRAME: Begin as

freshmen in Employability Class and continue to update as they progress through high school. MATERIALS AND RESOURCES: South Dakota Digital Portfolio, South Dakota Tech Prep. INSTRUCTIONAL ACTIVITIES:

- Scavenger Hunt as introduction activity.
- Each student personalizes their digital portfolio (images/color/font/personal information)
- Hyperlink several assignments and class projects during semester.
- Document job shadowing experience in portfolio.

ASSESSMENT: Rubric at the end of the Employability Class to make sure everything is included. ADDITIONAL COMMENTS: Great tool for students and teachers to store and view projects.

Corsica School

Goals: To prepare students to find and keep a job. To give students transferable, self-management and job specific skills. Our World of Work program is a one semester course. It is open to Junior and Senior students. They spend the first eight weeks in the classroom. We go over the following topics: Resumes, job applications, letter of application, interviewing, ethics on the job, safety on the job, balancing work and the family, researching careers, becoming involved in the community, and setting goals. We do various activities in the classroom that cover each of these topics. I have several business people in the community that help with our interviewing unit. Once the students have gone through the lessons on interviewing, they draw for a place to interview. They are responsible for setting up the appointment and going to the place of business for the interview. At the end of the first eight weeks, the students spend nine weeks at three different work sites. They spend 15 days at each work site. They come back to the classroom the last week of school to share their power point (which is their semester test) and turn in their portfolio. PROJECT TIMEFRAME: 1 semester. MATERIALS AND RESOURCES: Succeeding I the World of Work: Glencoe/McGraw-Hill (this is my main resource) INSTRUCTIONAL ACTIVITIES: Role plays, hands on activities, Power Point presentation, videos. ASSESSMENT: Rubrics for assignments ADDITIONAL COMMENTS: This is the first year I have taught the class and the students have had positive things to say about it. The businesses have been great to work with.

Belle Fourche High School

During one of our Intersession Fridays Mr. Caldwell has local business people come into the school to discuss their businesses with the students. They describe what they do, what education they needed for their business, and what the current job market looks like. The students have a chance to ask questions and sometimes develop partnerships with the business people. An example of this is our dentists have offered to pay tuition for students who would attend school to become dental assistants as long as they work in our community.

Black Hills Special Services

GOAL: To create a class to assist seniors in planning, preparing and researching career and educational options. The class allows students to receive assistance in areas including: financial aid, schools tours, speakers, career portfolio, admission forms, scholarship application, essays, etc. Students are encouraged to prepare for career/academic plans following high school graduation. Work-based learning is a collaborative effort between students, the WIA staff, employers, and academy staff. Student schedules are adjusted to maximize work-based learning opportunities. Individual transportation to work sites is available to students. Students may Earn Wages or stipends for completing work-based activities.

Custer High School

A Chamber of Commerce representative presents the program called "The Good, Bad, and Ugly". It is an exciting hour of interactive information on how to better sell yourself to potential employers and offer excellent customer service to our area visitors and residents. A certificate of completion is awarded to all participants. A list of participating students is issued to all city Area Chamber of Commerce businesses. Special prizes are given and a "what do you know quiz," starts it off. She included jazzy music and visuals. It was an entertaining and educational experience. Supply a list of names ahead of time to the Chamber so they can print the certificates. Have each student wear a name tag so they can be called on and their names used in examples. PROJECT TIMEFRAME: We used only one, 60 minute class but 1.5 or 2 hours would have been better MATERIALS AND RESOURCES:

- Chamber of Commerce Representative
- Pretest on general community information supplied by Chamber
- Booklets & brochures about the community supplied by Chamber
- Small prizes supplied by Chamber
- Certificate of completion supplied by Chamber
- Computer with projector for visuals
- Name tags for students

INSTRUCTIONAL ACTIVITIES: Pretest, oral presentation, discussion

ASSESSMENT: Oral question/answer throughout presentation

Dupree High School

We use the Talent Search program offered through USD. This yr. long program utilizes the Career magazine and the Choices program. They do advanced career research and they also learn to use technology. They also receive advanced financial education from the Four Bands Tribal Program.

Hill City School District

GOAL: Expose upperclassmen to applied coursework through use of Dual Enrollment. We have entered into a Dual Enrollment Agreement with WDTI and offer an Advanced Electronics course. Advanced Electronics is a computer based course that covers the theory and operations of DC, AC, Digital, and

Analog electrical circuits. The curriculum is delivered online, and is supported with hands-on labs and projects. This class is available for dual credit enrollment with Western Dakota Technical Institute. Each class takes one calendar school year.

Isabel School District

GOAL: The student will in a sense job shadow a teacher's position. The student will gain knowledge and first hand experience of what it entails to be a teacher besides just lecturing and giving tests in a classroom. Students will utilize skills they have learned from various other classes they have taken, such as business skills, English skills and math skills. The student teachers aide provides support for classroom teachers through a variety of tasks and responsibilities. Such as: Assist in planning and preparing the learning environment. Assist classroom teacher in preparing and developing various teaching aids. Type and copy materials needed for the class. Complies with and supports school regulations and policies. Also performs other duties as assigned by classroom teacher in accordance with school policies and practices. Maintains, respects and ensures confidentiality of student and school information. They do a Reaction Paper at end of the semester. Principal and school counselor evaluates students time sheets and reaction paper as well as the teacher evaluates the student.

Lead-Deadwood HS

Students explore their career goals and then through this program spend time on a job site observing and mentoring. Example: One student interested in a medical career path via an internship at a hospital where she was able to observe daily activities, including surgery and a child birth. **PROJECT TIMEFRAME:** 90 minutes every other day. This program helps students with exploring and confirming their career path.

New Underwood

The counselors from Wall and New Underwood (about 30 miles apart) collaborated to provide a career fair for the 7th and 8th graders at both schools. This fair was held in Wall, as it is the larger community. Students were conducted through several career exploration activities in before attending the career fair to meet first-hand community representatives from various career fields. The pre-fair preparation helped students focus on areas of interest. **PROJECT TIMEFRAME DURATION:** One Day for the fair about two class periods per grade for career exploration activities.

Rapid City Academy

GOAL: This is a culminating project for the career education that goes on in all the classrooms – all subject areas. The goal is to bring it all together in “The Real Life Fair” where the students get to practice the skills they have learned. At the Ninth Grade Academy we present a cooperative learning project called The Real Life Fair. This project includes teaching across the curriculum involving career guidance, how to live on your own, and what it takes to survive in the real world.

The project is in association with the Stepping Stones Program, local community members, and our teaching staff. It has proven to be an outstanding learning experience for our students. Last year we added a Speaker Day to feature several career areas. This year we expanded it. Students were able to choose two areas from eight presentations. We plan to continue to develop our Speaker Day. This year we were again assisted by our Character Counts partner, McKie Ford, who not only sent over two new cars for our “car lot” but also sent two representatives to work our lot as “sales reps” teaching our students what it takes to buy and maintain new or used cars.

STAR Evergreen High School

WIA coordinator, career counselor, Tech Prep staff facilitated the Career Day at STAR Evergreen High School. Guest presenters gathered in an auditorium and placed booths representing their respective areas. Presenters included One-Stop Career Center, Job Corps, Army, Navy, National Guard, Oglala College, BHSU and WDTI. All students in grades 9-12 were given the opportunity to visit three presenters throughout the one-day event. Students were able to fill out information request cards. Students wrote a summary of their experiences with the presenters and a thank you letter to the presenters.

PROJECT TIMEFRAME: 1 day. INSTRUCTIONAL ACTIVITIES: Students were able to meet with three vendors, summarize their experience in a writing assignment and write a letter of appreciation to the presenters.

ASSESSMENT: The summary and appreciation letter written by the students.

Irene Public Schools

GOAL: To place students with their first choice of a career in the Sioux Falls area for one day. The students are given general information about the program and are asked to provide their top three career areas. The Shadow Program is an optional program with a cost of \$20 per student this year. In English class, as a junior, they work with the Choices Career Program for information. On their chosen field as well as create a cover letter and resume that is mailed to their contact person. The students also do a practice job interview with a local business person. Our Shadow Program has specific requirements and all students participate on the same day with several 90other schools. With questions in hand, they spend approximately 6 hours at their business. Students fill out an evaluation form when they return and also send a thank you to their contact person. TIMEFRAME: English Class units, 2 months. RESOURCES: Job Service office reps. that speak to the class and then lots of free materials from them; Choices Career Computer Program, we used the newer on-line version, supportive local business people, etc. ASSESSMENT: Evaluation by the business person on the mock interview; student evaluation of the career Shadow Program; teacher’s worksheets and quizzes.

McCook Central School District

GOAL: To create excitement in 8th grade students about the world of work, and to get them to begin a four-year plan, and to show them a little bit about how the real world works. In the 8th grade each student takes part in, "The Real Game". "The Real Game" is a purchased set of curriculum used to give students an idea of what responsibilities you face in the real world of work. This is an interactive and exciting way to teach students about different careers. They learn about the skills needed, education needed, salaries, and time put into a job. **TIMEFRAME:** This takes one class period a day for 8 weeks. **RESOURCES:** "The Real Game" facilitator's kit and we order more student folders each year. We use computers, business representative, parents, and other useful resources throughout the project. **ASSESSMENT:** Each week student's take a quiz on vocab and ideas. At the end of the 8 weeks, they will have a poster to display and we invite the K-5 grades in to see what the 8th graders have learned throughout "The Real Game". This is a nice opportunity to introduce these younger students to different occupations as well. There is also a short quiz at the end of the 8 weeks. This is very fun and an easy way to teach students about what life is like after school. I enjoy the amount of appreciation the students have for their parents after they have created a budget, they really realize that money doesn't grow on trees!

Montrose Schools

We have participated in two full days of Shadowing in the fall for senior students for the last 20+ years. In looking for a way to get more out of the fall shadowing day experience, we decided to offer one day of shadowing in the spring for the juniors as well. This gives them the chance to see what the shadow experience can offer. Students then take the summer to reflect on the experience and then return in the fall to choose two more shadow experiences. The gap between the two experiences has improved student's ability to choose experiences that will be the most beneficial to them. **TIMEFRAME:** Takes one day in the spring and 2 days in the following fall. **RESOURCES:** Scheduling is done through the "Rural Shadowing Program", which is organized by Ranah Sample of Vermillion. **ACTIVITIES:** Time is spent in the classroom helping students to choose appropriate careers. If necessary, the students use the Choices Program to help them narrow down career possibilities. Time spent is dependent on the needs of the students. **ASSESSMENT:** The English teacher assigns students to write an essay describing their experiences, and other teachers in the building ask them about their day. All assessments are informal.

Volunteers of America/Reach High

"Explorers" is a program designed for ages 14-20. It was developed by local community organizations interested in assisting youth in career education and community awareness. The program matches youth with area professionals and their organizations based on the youth's career interest areas. At the beginning of the school year, we ask each student to identify 3 careers that they would like to learn more about. We compile their responses and identify the student's top 10 career interest areas. This information is passed on to the "Explorers" office

in Sioux Falls and they arrange group job shadow experiences (one work site visit per month) for our students in the identified interest areas. The students get to tour the organization, get an explanation of the services or products they provide, information on the career/employment opportunities available, as well as information in areas such as life skills, service learning, character education, and leadership development. The students also get to participate in hands-on activities when appropriate. Student response to this has been very positive. Not only do they get valuable information, they develop a relationship with a community professional in their interest area. Examples of are businesses that we have visited include: Sioux Falls Fire and Rescue, Avera McKennan Hospital, Business Aviation, Great Plains Zoo, and KSFY TV. RESOURCES: Two staff members accompany the students on their visits, and we provide the transportation. The youth complete a job shadow report upon their return and write a thank you letter to the business.

West Central School District

All of our 11th graders complete at least one job shadow during the first semester of the school year as a requirement within the Language Arts dept. We have a career counselor from East Dakota Educ. Coop. who works with our students in placing them in a job in which the student has expressed an interest. Depending on the situation, most of our job shadows are a full work day, but some are only half a day. After they have completed the job shadow, the student will put together a presentation-style report, usually with Power Point, which is presented to their English class. They also have to write a journal style report about their experience and present it to the Language Arts class.

End of Standard 4

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Ideas and Strategies to Achieve Measure 5

Learner Participation in and Completion of CTE Programs that Lead to Nontraditional Training and Employment

Strategies for Administrators

- Involve all instructors in planning career and technical education activities related to nontraditional employment.
- Organize and utilize a gender equity task force of department faculty or community volunteers to establish gender fair criteria for educational and promotional materials.
- Ensure all posters, brochures, fliers, and other promotional materials include nontraditional occupations which feature photos and testimonials of women and minorities working in these occupations.
- Send introductory letters to all learners in every program to welcome them and inform them of available support services.
- Establish clear goals for nontraditional programs and activities, comparing learner performance data to determine success in school-and work-based environments.
- Gather and disseminate learner follow-up data and collect data using consistent methods.
- Survey students and others who are involved for suggestions for improvement in these programs..
- Develop a marketing/recruitment campaign for career and technical programs.
- Ensure that all career and technical education advisory committees include representation from the following groups: females, minorities, advocacy groups for girls and women, and representatives from minority businesses and industries.

✦ Ideas and Strategies to Achieve Measure 5

Learner Participation in and Completion of CTE Programs that Lead to Nontraditional Training and Employment

Strategies for Guidance Personnel

- Establish a career center where students and parents and access computerized career information software to assess their interests and aptitudes.
- Test for abilities, interests, and aptitudes, unique learning needs, and learning styles in students, and provide support to strengthen these.
- Send letters to parents and students informing them of nontraditional programs and available support services.
- Provide information for students on general workplace skills that include legal rights on the job and techniques to prevent and diffuse sexual harassment.
- Assist learners to obtain resource materials on career opportunities in the community.
- Provide career development services to help students identify, plan, and prepare for nontraditional career options.
- Coordinate school to career transition activities with role model mentors in nontraditional careers.
- Provide a support group for nontraditional students to promote self-advocacy and networking.
- Develop recruitment materials that feature pictures of learners in nontraditional programs, emphasizing information about all types of jobs available through nontraditional training, with indications of the salary range.

- Prior to assessing students' career interests, provide them with career exploration activities, including information about high wage, high skill, and nontraditional occupations, access to role models in nontraditional careers, and work site visits.
- Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- Offer supportive services to ensure retention of females in nontraditional career and technical education programs.
- Encourage accomplished minority and women business leaders to serve as mentors, tutors, and guest speakers.
- Expose students to the full range of careers, including those nontraditional for their gender and provide assistance in determining skills and interests they have which are transferable to nontraditional occupations, prior to being matched to work-based learning experiences.

✦ Ideas and Strategies to Achieve Measure 5

Learner Participation in and Completion of CTE Programs that Lead to Nontraditional Training and Employment

Strategies for Instructors

- Include information for learners on general workplace skills, legal rights on the job, and techniques to prevent and diffuse sexual and racial harassment.
- Expand the availability of work-based learning experiences in high-wage, high-skills occupations.
- Evaluate work-based learning experiences by gender and racial/cultural backgrounds to determine that students are represented equally in all areas.
- Ensure that learners are assisted in determining skills and interests which are transferable to nontraditional occupations, prior to being matched to work-based learning experiences.
- In providing work-based learning lessons and experiences for students, make sure they are exposed to all aspects of that particular industry or business.
- Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- Develop and provide nontraditional work-based experiences for all students.
- Expose each student to a full range of careers, including those which are nontraditional for their gender.
- Provide students with career exploration activities, experiences, and information about high-wage, high-skill, and nontraditional occupations; access to role models in nontraditional careers; and visits to work sites.

- Ensure that career fairs include nontraditional occupations and role models that represent the workforce, including those in nontraditional careers.
- Involve women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- Train workplace mentors on gender issues and on methods to mentor girls and boys interested in nontraditional occupations.
- Participate in the Nontraditional Program Days offered through the technical institutes.

✦ Ideas and Strategies to Achieve Measure 5

Learner Participation in and Completion of CTE Programs that Lead to Nontraditional Training and Employment

Strategies for Professional Development

- *Orient all participating business/organizations about nontraditional careers and the composition of the workforce of the future, and require gender parity in the students they accept for placement.*
- *Maintain a library of professional materials and resources.*
- *Access the resources of the Career & Technical Education Resource Center.*
- *Conduct professional development activities in areas such as legislation, work-based learning, integration, and SCANS skills (Secretary's Commission on Achieving Necessary Skills).*
- *Conduct professional development activities concerning identifying and/or developing special instructional materials or adapting existing instructional materials for nontraditional programs.*
- *Offer workshops and in-services for faculty and school personnel that address nontraditional issues.*
- *Provide training as requested to community members and business and industry representatives on nontraditional careers.*
- *Participate in in-service training on the Educator's Tool Kit to Prepare Students for Nontraditional Careers.*

End of Standard 5

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